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ABSTRACT

Two-year colleges' staff development practices are examined so as to highlight issues, concerns, and problems; outline possible solutions; and offer alternative models. A brief review of the topical literature opens the report, followed by discussion of the "Change Agent Study" (Rand Corporation's four-year study of federally funded programs to introduce innovative practices into schools). The study held "successful change" and "staff development" as essentially synonymous since the latter emphasizes learning for professionals as part of ongoing program building in an organizational context. To provide an idea of the range of current activities, the report describes five staff development programs at a sample of institutions representing different sizes, locations, and relative maturity. Researchers note that staff development within all five programs is faculty-oriented and all the college staffs recognize present efforts to be insufficient in meeting current needs, let alone responding to the future. The reports' last section discusses two popular conceptualizations of comprehensive staff development programs and their limitations before proceeding to outline preliminary designs for new models--in concentric, spiral, and "activity tree" configurations. The authors expect the project eventually to yield a conceptual model for a comprehensive staff development program to serve all college staff. (CP)

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Institute for Occupational Education

Staff Development Services

Final Report 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This report provides an overview of the staff development practices of two-year colleges. The study is not exhaustive; it deliberately excludes many nuances both of theory and of application. The purpose of this report is to highlight issues, concerns and problems, and to outline a range of possible solutions.

The report provides a background for the consideration of alternative models for staff development. The design of a comprehensive conceptual model, incorporating what theory and experience both suggest as being optimal for staff development, will eventually come from this project. A process for decision-making in the design and implementation of programs for development is implied in a comprehensive model.

A brief review of the topical literature opens the report. Although fairly extensive, the literature tends to be descriptive rather than theoretical or empirical.

The Rand Corporation's four-year study of those federally funded programs designed to introduce innovative practices into schools is the subject of the report's next section. Findings of the "Change Agent Study," as it has become known popularly, have been interpreted recently to provide new insights into the characteristics of staff development programs.

Short descriptive case studies of five staff development programs follow. Four of these are of New York State institutions, the fifth an out-of-state example. These studies are not exhaustive. They simply point out similarities and differences in programs and give the reader an idea of the range of current activities in the field of staff development.

A discussion of two popular conceptualizations of comprehensive staff development programs follows.

The final section provides preliminary, rational designs for alternative staff development programs.

CIOE expresses its appreciation to the staff of the many institutions who contributed so willingly to this study. Personnel of the SUNY Central Administration and of the State Education Department were also unstinting in the time and advice they contributed. The project director personally appreciated the contributions of Dr. Vernon Beuke, James Montalto and Anne Russ at many phases of the project's evolution. And finally, thanks are due to Janene Gargulio, Madeline Dean and to others of the CIOE secretarial group for their patience and precision in preparing the final typescript.

REVIEW AND INTERPRETATION OF THE LITERATURE

The literature reviewed in this section represents the bulk of what is available in the area of staff development programs for the two-year college. Although fairly voluminous, it is highly redundant; relatively little new material having emerged since the major advances of such recognized leaders as Gaff, Hammons and O'Banion were made in the mid-seventies. Little is available on the specific needs of occupational educators. Most authors feel that their needs, and appropriate responses to them, are little different from those of their non-occupational colleagues.

One of the consistent findings of a review of the literature on staff development is the infrequency with which a holistic approach, encompassing all categories of educational staff, is encountered. Staff development in the world of most theorists and practitioners, at least until the very recent past, has been synonymous with faculty development. For that reason, the major works cited in this section and the principal ideas they convey are primarily directed toward the development of the faculty component of the staff.

In preparing a perspective on faculty development in 1976, Luene Corwin discovered that even the term "faculty development" was relatively new in education. It was, she found:

> ...not an ERIC descriptor and is therefore not useful in finding material in Current Index to Journals in Education or Resources in Education: neither is it used by Education Index or Dissertation Abstract International.[1]

Corwin went on to note that the term "in-service education" was still used by most indexers. She raised the objection that this older term was

limited and deceiving since it traditionally connotes imposed activity with punitive overtones, applicable primarily to elementary and secondary levels of education. The term "faculty development," she found, only began to gain widespread usage following the publication and extensive distribution of Change Magazine's 1974 publication, "Faculty Development in a Time of Retrenchment."

The term "staff development" implies a concern inclusive of total staff needs. Although popularized in this sense by major innovators in the field like Gaff, Hammons and O'Banion and in widespread use today, the term still carries, for most producers and consumers of the literature, a faculty and in-service orientation.

This conflict in the terminology for professional development, and the even greater confusion about what the process actually entails, will inevitably be reflected in the summary which follows.

What is Staff Development?

As noted above, staff development is made synonymous with faculty development in all but a few rare exceptions. Few outright definitions of "staff development" are encountered in the literature. Even some of the best exponents of staff development, though employing the term freely in titles and text, will proceed directly to describe and discuss needs and processes without any initial definition of general purposes or rationales.

One example of this, and of very recent origin, can be found in the writing of Milbrey McLaughlin based on the findings of what has become known popularly as the "Change Agent Study" conducted by the Rand Corporation.[2] Because of the special nature of McLaughlin's findings and recommendations and their pertinence to this report, a

separate section following the general review is devoted to some of her more important views and insights.

Suffice it to say here that, even though McLaughlin is concerned with development of all professional staff--one of her major articles on the subject is entitled "Staff Development and School Change"--a clear definition of staff development and an equally clear statement of what it is intended to accomplish are never established. In fact, her writings maintain the view of faculty as the dominant component of staff singled out for treatment. To illustrate from the article mentioned, the opening sentences of the first paragraph state:

> The desultory status of staff development as education's neglected stepchild is changing. Until recently, there was little interest in the professional development of experienced teachers. [My italics][3]

In several places McLaughlin refers to the rich implications of the Rand study for the in-service education of teachers without even alluding to comparable benefits for other staff members. Thus, despite her intentions of an enlarged scope for staff development and a major concern with the entire staff throughout her published views on the subject, the author finds it difficult to break, at least verbally, with the tradition that equates staff with faculty and professional development with in-service education. The closest McLaughlin comes to establishing a definition for staff development in this article is to allude to her belief that "staff development" is essentially synonymous with "successful change" (meaning change in educational institutions). Perhaps, in all fairness, this is as specific and as inclusive a definition that might be expected given the breadth of her vision.

In the Change Magazine publication mentioned earlier, no specific definition of faculty development is ever given. The authors' point

of view is established only in the goals advanced for faculty development and the process suggested by which to achieve them. Early in the work it is stated that:

> Probably the main reason for supporting a program of faculty development, however, is the effect it should have on the quality of teaching and thus on the morale of both professors and students.[4]

And again:

> In the past, reformers have often attempted to improve teaching by exhorting professors to rededicate themselves to the task, by providing tips on technique, by readjusting the subject matter, by offering prizes for exemplary performance and the like...What has not been done is to develop an adequate system of supports resting on a network of new kinds of relationships between a teacher and his or her colleagues, students, administrators, and experts on the processes of learning.[5]

The kinds of reform which the publication goes on to support are rewards for individual initiative, accountability, assisted self-study, programs on teaching, grants for teaching and intellectual mobility. These goals shed further light on the authors' view of staff development. No effort is made anywhere in the publication to generalize need or process in terms of the larger institutional staff. Faculty members are the primary object and their ongoing professional development the principal goal of the process. The mission of faculty development is the improvement of teaching and its primary target is the faculty. The methods, however, whereby needs have been addressed in the past, the context in which the process has occurred, the results which have been expected, and the rewards offered are inadequate to the unique situation that exists in education today.

In contrast with the views of McLaughlin and the Change Magazine publication are the writings of major authorities on staff development such as Hammons and O'Banion. The latter author takes particular pains

to make the entire staff the object of development by seldom employing the term "faculty" in his writings. Yet in discussing rationales for staff development from a local perspective, in one of his widely distributed journal pieces, O'Banion seems to reveal the same dominant perspective more directly evident in other authors' work.

Examples of rationales discussed by O'Banion are: staff members needing updating in their disciplines, staff members needing to keep up with new developments in education, staff members becoming and remaining attuned to the college's special philosophy, and staff members developing a better appreciation for students.[6] Although some of these rationales for a development program could have implications for staff other than faculty, substituting "faculty" for "staff" in each of the statements points out the strong program bias toward this particular component of college personnel. In one widely quoted statement, O'Banion has this to say:

> Staff development is necessary in creative institutions simply to provide opportunities for renewal for the weary and worn out. Many faculty members who give great amounts of time and energy to the institution often get burned out....Opportunities for rejuvenation, to renew creativity and commitment are necessary for human beings at most levels of their lives....For the community college instructors...such opportunities are not luxuries and frills; renewal opportunities for these staff members are necessary for basic survival.[7]

Thus faculty again appears to emerge as the principal, if not the exclusive, beneficiary of programs for staff development.

O'Banion, in the same article, does proceed to elevate staff development above the level of "in-service training," however. He cites the sporadic nature and adjunct relationship that in-service

education implies as its primary limitations. He does, in fact, suggest that staff development "may be the best catalyst for institutional change presently at hand and perhaps the best catalyst that has ever been conceived."[8] Thus, though the primary recipient may be the faculty member, the process itself is one of comprehensive dimensions and has the renewal and creative growth of all individual members of staff at its core.

James Hammons, as so many writing in the field, provides no detailed definition of what he means by staff development. He becomes most specific in stating that it consists of

> ...in-service programs designed to improve the professional competencies of those already serving in the community college.[9]

Like O'Banion, his particular definition must be derived from the context of his statements. It is clear, however, that the "those" to whom Hammons refers in advocating a comprehensive development program includes more than faculty. From the consensus of discussions among participants at a Conference on Planning Community College Staff Development Programs held at The Pennsylvania State University in 1974, Hammons has this to say:

> Although much of the discussion at the Assembly centered around the need for faculty to develop new skills for use in meeting the needs of the "new" student, there was agreement that "staff" included all who served in the two-year college and that the need for training extended beyond the mere acquisition of competencies for serving the "new" student.[10]

And later in the same conference report, in commenting on the need for staff development programs, Hammons remarks that:

> Observed instructional deficiencies such as high student failure or attrition are obvious reasons for improvement. Not quite so

> obvious, but of equal importance, are the ineffectiveness of many department heads and the inappropriate career counseling given many students...perhaps the greatest reason for staff development lies not in preparing faculty to teach more effectively, or managers to manage more effectively, but in the need for community colleges and those who work in them to become acclimated to the constant need for change.[11]

Although his own general definition employs it, Hammons proceeds to deride the term "in-service." He comments that staff equate "in-service" with in-laws who must be endured or with "long-winded speeches delivered at inappropriate times in crowded classrooms by visitors who make a speech, then run to catch a plane to another consulting job."[12]

The literature from both famous and obscure proponents of staff development is full of comparable examples which appear on the surface contradictory and often confusing. A careful reading and interpretation of the best of their writings, however, does result in a conviction that staff development is widely considered to be a process of professional growth which is needed, not just by faculty, but by all staff from the president to the classified staff; that it is comprehensive and on-going, unlike in-service training which is superficial and sporadic; that its goal is not simply cosmetic but addresses the very heart of the institution's life, and that it is a principal defense against an institution becoming obsolete both in its mission and in the processes and services through which its mission is translated into action.

The apparent reasons that the faculty appear so frequently to dominate the staff development scene are that they are the preponderant component of any institution's personnel roster and they are perceived as being most centrally and persistently involved in bringing its services directly to the consumer. As the traditional targets of

professional growth programs they are also the logical population to address as in-service training matures into comprehensive staff development.

Staff developers also believe they know in general terms what staff development means for faculty, whereas they are frequently at a loss to prescribe appropriate experience for the professional growth of administrators or classified staff. Further, the authority of developers is frequently limited to planning, designing, and facilitating faculty development; other personnel being less accessible and manipulable because of barriers such as rank, the authority hierarchy, and unionization.

Who is Staff Development For?

The well-established tradition that in-service is an extension of pre-service experience and the more recent promotion of in-service as a surrogate for pre-service (commonly encountered in the community college where an increasing proportion of adjunct faculty lacks any kind of professional teacher education) tend to perpetuate staff development's focus on teachers rather than on the entire personnel. One paradox encountered when examining this one-sidedness is the fact that increasing numbers of middle and upper management personnel, who themselves prescribe development programs for their faculty, are professionally less qualified for their positions than their classroom colleagues.

As noted in the previous section, a growing volume of literature advocates professional development for the entire staff and even goes so far as to identify areas and skills which administrators, particularly, need to develop. In reality, however, the major programs for staff development operating in institutions today have faculty needs and faculty benefits as their primary concern.

How Are Staff Development Needs Assessed?

Assessments of professional development needs have been, and continue to be, conducted at national, regional and local levels. The widespread belief that the best way to accomplish this objective is through canvassing individual staff members has led to an unceasing flood of grass-roots questionnaires and interviews spanning most of this decade. Many institutions, and without question most staff, feel they have been assessed to death. The precedent for using this procedure is long established and its motives certainly bear in mind the best interests of staff. As Hammons says, citing Lefforge:

> Only the instructor can identify the training needs he really wants to meet, only he can implement the changes in his instruction resulting from training, and only he can make the evaluation become an instrument for further development.[13]

It follows that only he can act as the source of the needs which a program for staff development will address.

Inventories of faculty development, as used by Christensen in collecting and analyzing faculty and administrators' perceptions of faculty development needs at selected Illinois community colleges, are widely represented in the literature and seem almost completely to dominate.[14] Hammons and Wallace's 1976 assessment of community college staff development needs in the north-eastern United States used an equally comprehensive instrument.[15] A cursory reading of Doty's extensive 1976 survey of personnel development programs for post-secondary vocational and technical faculty in 25 two-year colleges in 17 different states reveals a primary reliance on the questionnaire to establish the basic criteria for need.[16] The assessment of needs of post-secondary occupational staff in New York State two-year colleges, conducted by the Cornell Institute for Occupational Education, again relied primarily on the questionnaire supplemented by selected interviews.[17]

However, useful and practical as the survey instrument is, cautions against total reliance on routine questionnaires are now being voiced,

especially since these are conventionally used to identify only development needs in instruction. Claxton, for example, points out that if staff development is to be placed in the broader context of organizational growth and change, the organizational development needs of the entire institution will have to be assessed before appropriate development for the staff as a whole can be planned and implemented.[18] This is not a simple task, as Claxton acknowledges in a paper published in 1977. This describes an emerging model for a comprehensive staff and organizational development program:

> But how does one go about identifying needs related to such areas as institutional structure, climate and patterns of decision-making? This will call for sensitivity and insight on the part of institutional researchers as well as the design of instruments and procedures which are far more esoteric and imaginative than routine questionnaires...
>
> No doubt a few colleges have begun to work in this area but the majority have not. It is a virtually unchartered [sic] area where there exist far more questions than answers.[19]

Claxton's latter remark is unfortunately borne out in the literature, despite his and others' reminders of the limitations of traditional survey techniques. Hammons, despite his own primary reliance on questionnaires, suggested alternatives as long ago as 1974: such as developing lists of competencies, the employment of consultants skilled in in-service education, and the establishment of college staff development offices with needs' determination as one major responsibility.[20]

Evidence that annual plans for professional development generated individually by staff members are a more reliable and comprehensive source of expressly felt need is frequently encountered in the literature. The Comprehensive Staff Development Planning Model elaborated by the

North Carolina State Department of Community Colleges utilizes such plans as primary sources of needs' determination.[21] But where such procedures are not employed in the staff development program, the overwhelming evidence presented by the literature suggests that the only course open is the traditional survey. This finding seems to provide further cause for the limited scope of most development programs and their correlative focus on the personal and professional growth of faculty.

What Kinds of Needs Are Addressed by Staff Development Programs?

The needs addressed by staff development programs are obviously a function of the target population, the kinds of information sought, the ways in which the information is gathered, and the overall context for development as perceived by the sponsoring institution.

If the faculty alone is the target; if needs are sought solely in the traditional personal and instructional areas; if these needs are determined through questionnaires or by synthesizing comments from individual development plans; and if staff development is largely isolated from the institution's program, organization or educational mission: then the needs will inevitably reflect these constraints and limitations.

If the entire staff is canvassed; if needs relating to roles in program-planning, organizational decision-making, and the formulation of educational mission are assessed; if needs are determined by a variety of confidential means; and if the program for staff development is designed to facilitate continuing educational reform in response to constantly changing social demands: then the needs will reflect the totality of the institution's grasp of the function of staff development.

The position of an institution between these two extremes will largely determine the characteristics of its needs' assessment approach as well as the kinds and range of needs it will identify and subsequently address.

Exhaustive lists of needs are generated in any institutional, regional, or statewide plan for staff development. Those references in the accompanying bibliography which describe specific programs for faculty development will reveal the scope and specificity of needs identified.

What is the Nature of Staff Development Programs?

If needs' assessment instruments and procedures and the needs they identify are almost as diverse as the institutions in which programs are being designed and implemented, then we may expect the nature of the programs themselves to vary as widely. This is certainly borne out by descriptions of programs conducted in recent years. Although a full synthesis of staff development programs exceeds the scope of this review, some general characteristics of programs, serving to create a taxonomy of types, can realistically be sketched.

Before we proceed, it should be recognized that more confusion than organization exists in the field even today, almost a decade after the issue of staff development in the community college was raised, at least in print, to a national priority. Why greater understanding and specificity have not been achieved, given the attention received by staff development, is unclear. One major problem is that theory, as it evolves, has consistently surpassed practice. Regardless of what it was called or what its purported mission was, staff development, when it first gained widespread attention through such works as the ACJC's 1974 publication, In-Service Training for Two-Year College Faculty and Staff, consisted of largely sporadic efforts to enhance the class room skills of teachers through occasional workshops, visits by itinerant consultants and some continuing formal coursework pursued at night, during summer vacation or on sabbatic leave.[22] In contrast,

theorists at the time were advocating much more complex programs encompassing all staff and showing equal regard for both the personal and the professional development of personnel.

As some institutions struggled to reach this more comprehensive operating level, theorists were already pointing out its deficiencies and recasting staff development in contexts requiring considerably larger shifts in philosophies, management and traditionally held perceptions of staff roles and responsibilities--to say nothing of higher costs, both real and in kind, to the institution. Thus, when even a basic program incorporating only minor innovations from the new vision of staff development was straining the physical, psychological and philosophical resources of institutions, the literature and experts were telling them that such an effort was both inadequate and inappropriate.

The spate of publications which appeared in the mid-seventies testifies to this disjunction between theory and practice. Publications by Hammons, Gaff and O'Banion, which promoted the new view of staff development and provided overviews of selected programs demonstrating the newly advocated characteristics of comprehensive process, were widely distributed and heralded. Collections of program descriptions more typical of common practice at the time, however, show very little real progress beyond efforts documented five years earlier. Further, the attempts most institutions made to improve their accomplishments, by strengthening the disparate parts of their programs and trying to unify them under some comprehensive banner, may have been impeded rather than helped by the sweep of the new vision of staff development.

The impression garnered from today's literature and practice is that, although theory has made some progress since mid-decade (at least, the terminology has changed significantly), in practice

little real growth has occured. Some evidence indicates that certain programs may actually be declining from current best possible levels because of the magnitude and complexity of these more recent theoretical promulgations. Even where programs have remained steady or are slowly advancing, most pale in comparison with what many experts currently advocate.

Sullins' statement made at the 1975 First Annual Staff Development workshop held in Asheville, North Carolina, seems equally applicable today:

> The state of the art of staff development in the community colleges as I described earlier is in poor shape, if existent at all, if we consider comprehensive staff development which meets all of the other requirements that all of us would set up as ideal. However, if we consider specific programs and faculty development or secretarial staff development or preservice development of a particular segment of our staff we can find beautiful examples of excellent development activity. With these many examples for us to draw on and the current emphasis throughout the nation on staff development in the community college, the prognosis for the future is great.[23]

The author's conclusion that staff development was in poor shape seems based more on the inability of programs to measure up to the comprehensive ideals set by experts than on the merits of elements of development which already existed. The plea, at least implied in Sullins' remarks and in those of others seeking more immediate achievement of their programs, was not for more grandiose schemes, although these are seldom openly decried, but for ways of organizing what is already excellent; and proceeding from there toward some realizable program of manageable dimensions and of maximum benefit to their specific institutions.

The literature, and staff development generally, has not dealt significantly and thoroughly with the transition from extant programs

of staff development to those more congruent with ideal schemes. Little evidence of agreement is found in the literature. But there is a real sense of confusion and frustration over what approach will fit particular institutions; what is realistic and affordable; what will yield the greatest benefits to the most people in the shortest time; what is desirable in theory, but is unproved and unattainable in practice; and how to do better with what is already achieving moderate success and demonstrable benefits to the institution.

Returning to the models for staff development programs themselves, there appears to have been little real advancement since the mid-seventies other than in refinements and elaborations of the basic constructs. The exception may lie in what is at least implied and advocated by McLaughlin.[24] But even the Rand report findings, central to McLaughlin's concept of staff development, do more to review what has already been portrayed by others than formulate a substantially original paradigm.

O'Banion again gives as clear and as simple an airing of the alternatives as anyone in the literature, his 1975 synthesis remaining applicable today.[25] He identifies four major approaches to staff development:

1. The Personal Renewal Approach
2. The Instructional Improvement Approach
3. The Curriculum or Staff Institute Approach
4. The Staff Development with Organizational Development Approach

A fifth, the Interpersonal Relations Approach, dealing with the improvement of human communication and interpersonal relationships among various personnel groups, can be considered as one element of an expanded version of the Personal Renewal Approach.

The Personal Renewal Approach

O'Banion characterizes this approach as one which makes staff

members "more aware of who they are and what their needs are and give[s] them some experience and skills in changing their own behavior for the better."[26] Since O'Banion mentions faculty as the recipients of this approach, he states the goal for such development as to "become better instructors more sensitized to students and more creative in the teaching-learning process."[27] He also states that some colleges help faculty to make the transition from the personal to the professional development phase whereas others assume that the course of personal development will automatically lead into professional development.

The Instructional Improvement Approach

O'Banion characterizes this approach to development as one which has "the improvement of instructional materials and the improvement of instructional methodology as the major focus."[28] In this area occurs much of what is normally considered to be staff development activity--grants for special projects related to the improvement of instruction, workshops, formal course work and attendance at professional conferences.

The Curriculum or Staff Institute Approach

This approach O'Banion characterizes as having a specific curriculum for the staff "in the same way that the major organization for student learning is considered to be in the curriculum."[29] What is advocated here is an in-house college of education for the continuing development of faculty. The faculty is actually offered courses, frequently listed in the college catalogue, along with a mixture of workshops and individualized study programs. Formal courses, O'Banion points out, are frequently offered through the continuing education division, the college being reimbursed in the same way as for other offerings in continuing education.

By "curriculum" it is clear O'Banion does not mean the institution's existing curriculum--its organization, content and articulation with the

internal and external needs it serves--in which staff are already integrally involved in a continuing professional capacity. Rather, he is advocating a separate staff development college, "a college of education," as he says, "run by the college for its own staff."[30]

The Staff Development With Organizational Development Approach

This approach to development, according to O'Banion, rises from the recognition by some colleges that "staff development is not sufficient unless the organization continues to develop or respond to new needs of the developing staff."[31] It is an ecological approach to staff development: it focuses on the interrelatedness of parts within a complex system and the smooth functioning of these parts in order to achieve institutional goals.

Staff develop as a result of seeing themselves and their roles in the larger organizational context; and the organization improves because staff performance, in the light of newly discovered knowledge and a sense of personal and professional worth, is improving.

Christensen categorizes staff development in three groups:

1. Skill Building Programs,
2. Program and Skill Development, and
3. Organizational Development.[32]

Skill Building Programs assist faculty to develop new or enhance existing teaching skills. This category is akin to O'Banion's Instructional Improvement Approach. Program and Skill Development goes beyond the development of skills and includes "the development of inservice training required for new and innovative programs."[33] There is no direct counterpart in O'Banion's taxonomy; this kind of development would probably occur within the Curriculum or Staff Institute Approach. Organizational Development has to do with "the interrelationship between staff development needs and institutional goals" and recognizes "the necessity to structure staff development throughout the institution to include faculty, administration and classified staff."[34]

Gaff outlines three approaches to staff development: Faculty Development, Instructional Development and Organizational Development.[35] Faculty Development focuses on both personal and professional development; Instructional Development focuses on the curriculum and ways to improve student learning through its redesign; Organizational Development focuses on the structure and climate of the institution itself and seeks ways to create a more effective setting in which development can occur.

Berquist and Phillips' model includes Instructional Development, Organizational Development and Personal Development.[36] Instructional Development includes the development of a variety of professional skills and curricular activities. Organizational Development relates staff to organizational growth and focuses on the structure and climate of the institution as they relate to its goals and mission. Personal Development has to do with the continuing evolution of the individual and with identifying and satisfying personal goals.

As these examples show, the literature in alternative approaches to staff development is highly redundant. Although there are shades of meaning in the naming of development categories such as Instructional or Organizational, the differentiations are usually small. What is notable, again, is the extent to which staff development becomes synonymous with faculty development. Such approaches as personal, instructional, professional and curricular, are primarily faculty-oriented both by designation and by suggested activities. Even organizational development has faculty as its primary target, its motive being to assure institutional growth through informing and involving faculty in the whole institution rather than merely the limited domain of the classroom.

Many authors, in describing the characteristics of each category of staff development, consistently use "faculty" to designate the activity's recipients. Many also state or imply that instructional

development, whatever the name under which it appears, is of prime significance to institutions and will likely consume the greater part of effort and resources committed to staff development.

An extensive review of the literature leaves the impression that much of the theorizing, model building and verbiage is a cover-up, or at least is so used in practice, for an activity which continues in a form substantially unchanged from the pre-1970 configuration. There are exceptions, of course; and cases of intense and legitimate effort to transform the function of development, and thus institutional dynamism and responsiveness, are well documented. But for the majority of institutions, and even for those who advocate radical change, there is a strong sense that much of what exists is just "more of the same."

Models attempting to combine or synthesize these approaches to staff development are uncommon. Most institutions elect to pursue one mode almost exclusively, or several modes concurrently without extensive articulation among them. Some selected models for comprehensive staff development programs are discussed later in this report; the discussion precedes the tentative models suggested by findings of this research.

How is Staff Motivated to Participate in Development Programs?

Motivating staff to participate in development programs remains one of the largest and most frustrating problems in the field. As numerous authors point out, traditional rewards and incentives, such as salary increments, promotion, time and money to underwrite costs of professional meetings, travel and sabbaticals, are dwindling or have disappeared in many institutions. Unionization protects different categories of staff from mandated participation in activities other

than those negotiated in contracts. The general malaise which permeates education and its staff and which results from such factors as declining enrollments, budget cuts, curtailed mobility and labor disputes, discourages the optimistic, up-beat professional climate essential for genuine and truly productive growth. The dull, pedestrian quality of what is often offered as development activity alienates staff. Faculty members are frequently further alienated by the bias most programs convey, that only they are deficient among the various groups which constitute the staff.

The literature is almost devoid of real answers or solutions to the problem of motivation. Some authors still talk about monetary benefits, credit, meeting criteria for professional evaluation, and academic recognition and rewards as being desirable and acceptable incentives for participation, as though these remain substantially intact. This may be so in limited growth areas throughout the country; but for many institutions and increasingly for most, regardless of geographical location, these sources of motivation are more fiction than fact.

Where no unions, especially faculty unions, exist and individual contracts are subject to annual renewal, participation in staff development is likely to be consistently high. But the questionable motive which sustains this kind of participation is not of the caliber needed to assure ongoing personal and professional growth of the highest order.

With genuine conviction or out of utter frustration, a growing number of authors and speakers on staff development are calling on the sense of personal and professional responsibility implicit in the educator's code and role to become, again, the primary motivating force behind participation in staff development. Desirable and meritorious as this may be, it seems a doubtful force on which to rely, wholly or even in part, for

motivating most members of staff. Whether professional responsibility ever did provide major impetus toward participation in professional activity is debatable. Certainly the climate prevalent in education today, possibly a reflection of society's general alienation and apathy, is unlikely to encourage major awakenings of such motivation latent in college staff.

The consensus seems to recommend procedures approximating the desired result with the least investment of precious resources and the least potential for antagonizing staff. McLaughlin does believe that real professional growth, recognized as such by recipients and contributing directly and demonstrably to staff roles and functions, surpasses monetary rewards and other traditional incentives in eliciting support for development activities.[37] However, the general view is that some measure of these traditional incentives or substitutes which have a real "pay-off" value in today's education market is essential to encourage even a moderate degree of staff participation.

How is Staff Development Supported?

Direct funding through the institutional budget appears to be the sought-after pattern of support for staff development programs. However, most authors recognize that, even when staff development has become an established budget item, the battle to maintain steady funding is becoming increasingly difficult. In 1974, at a time when financial constraints were far less stringent than they are today, Hammons was commenting that:

> Highly innovative, experimental programs ...may be considered unsuitable with the present funding shortages. The monetary input has often been high on these programs and cost effectiveness low. For the

> immediate future, staff development may be forced to take a more practical turn and seek low-cost, high return approaches... utilizing in-house expertise, developing regional and state talent pools and rotating campus personnel.[38]

The authors of Faculty Development in a Time of Retrenchment called for a national program of grants to enhance pedagogical competence, similar to that by which research is funded. They also concluded that

> ...a college or university is not making the best use of its pedagogical budget unless it reserves at least a small percentage to be given in the form of pedagogical grants to members of its faculty. The percentage could usefully rise well above the amounts in discretionary funds that deans sometimes have for similar purposes.[39]

Collins and Case attribute the low quality of most programs for staff development to the fact that "little if any of the budget is allocated for it."[40]

The literature is replete with similar warnings, chastisements and proposals. The realization that most of these descriptive reports on specific programs for staff development occurred four or five years ago when economic times were better and that cases cited were almost always exemplary, creates concern for the real status of activity in the average, economically-squeezed institution today, almost half a decade later.

Support for staff development, of course, is not limited to direct monetary outlays for the funding of individual and group activities in staff development. In-kind contributions from already existing facilities, equipment, and personnel, largely paid for or carried on other institutional budgets, to support the effort occurs with increasing frequency. Instructional developers, staff from the instructional

dean's office, learning resource personnel, data processing and evaluation specialists, college counseling staff, as well as teachers with special skills and competencies, are all being utilized to design and conduct various in-house activities in staff development. However, the literature consistently warns that the "prophet without honor" syndrome has to be recognized and managed in a way which will assure credibility for local leaders in professional development. The acceptability of their contributions and the subsequent incorporation of newly acquired competencies and behaviors into the mainstream of staff performance are contingent on legitimizing these local sources of expertise.

Happily, there seems to be growing evidence that qualified local personnel with real "people skills" are increasingly viewed as being as good as or better than outside consultants. This development has some relationship to shrinking economic resources and decreasing ability to hire expensive consultants. However, disenchantment with the frequent entrepreneurial approach of consultants and the frequent unrelatedness of their offerings to the realities of the development needs of specific institutions, may also be helping to give local expertise an edge on national virtuosity. Sharing the proficiencies of local personnel drawn from regional or statewide banks of resource experts assures even higher levels of competency and credibility for such "home-grown" leadership of staff development. And when "talent reservoirs" are set up on a truly cooperative and collaborative basis, the cost to participating institutions is only a fraction of what the comparable services of professional consultants would be.

Special campus facilities and equipment are also being made available and accessible, not only to staff in the home-base institution, but also to outsiders whose professional competencies can benefit from exposure to, and use of, their unique assets. Again, regional organization has led to such sharing potential in many areas of the

country. Widespread efforts are increasing to complete more exhaustive resource surveys, to disseminate information on identified resources, to facilitate access to them, and to resolve issues related to the reimbursement of institutions for resources used mutually. Resources outside educational institutions themselves are also being sought, especially for the further professional development of staff in the more complex occupational areas. Such facilities can potentially continue staff development by providing experience beyond the resources of any single institution or even consortium of institutions.

A third kind of support cited in the bulk of the literature on staff development is that which comes from institutional promotion of the program. This ranges from college policies which state outright support for staff development, through well-publicized incentive systems which offer tangible rewards for program participation, to full endorsements of the program by the college president and trustees as well as by state agencies. Milbrey McLaughlin makes it clear that the role of institutional leadership, in assuring successful implementation and continuation of innovative education programs like staff development, is absolutely crucial.[41]

Although agency interest and support can stimulate staff to change their work practices willingly, it is support from the college's chief administrative officer which McLaughlin believes is critical in achieving long-term results. One reason for this is that, regardless of where, how or by whom competencies are acquired, it is the institution's chief administrator who can best encourage their use and facilitate their proliferation throughout the institution. This office also provides "legitimacy" for the program, as well as the means necessary to assure continuity and growth from year to year.

Chief administrators who actually participate in the program, thereby demonstrating their active support and personal commitment, are likely to elicit a strong cooperative response from other staff. Staff will construe such support in broad institutional terms, as creating positive correlations between working relationships and program participation. When upper-echelon leaders provide a supporting organizational environment, combined with staff participation in the development program's design and operation, the achievement of effective implementation and continuation becomes most likely.

The Rand "Change Agent Study"

The Rand Corporation recently completed a four-year, two-phase study of federally funded programs designed to introduce and spread innovative practices in educational institutions. Although confined to public school settings this "Change Agent Study" has been widely hailed as having rich implications for the in-service education of staff at all levels of schooling. The study's belief that "successful change" and "staff development" are essentially synonymous supports this more universal application. Further, it suggests that the study's findings are likely to have as much impact on staff development for occupational educators in two-year colleges as on their counterparts in elementary and secondary institutions, four-year colleges and universities. The principal author of the reports which summarize results of the study is Milbrey McLaughlin of the Rand Corporation, Santa Monica, California. She has expressed the opinion that the implications in the Rand study for staff development may constitute its most important impact on education.

In a recent issue of Teachers College Record, McLaughlin and co-author David Marsh state in an article based on the Change Agent Study that, "The desultory status of staff development as education's neglected stepchild is changing" and the "issues related to staff development have moved to center stage."[42] These researchers attribute a significant part of this change to a set of widely recognized and accepted causes: the economic crisis, declining student populations, shrinking school systems, the tight educational job market and the almost total cessation of staff turnover. The result of these circumstances is that institutions can no longer rely on "new hires" to bring in fresh ideas and must consequently face the problem of how to upgrade the skills of teachers they already have.

However, in a fashion almost unique among writers on the issue of staff development, McLaughlin and Marsh point out that the high failure rates of past and current educational reform can be largely attributed to a long record of inadequate programs for staff development. Reform as shaped by staff development is the primary vehicle for assuring the adaptation of educational institutions to the changing needs of society. In recent years, the ability to reform quickly and sometimes radically has taxed education's adaptive capabilities. As a result, staff development has emerged as an institutional priority; one to which education increasingly turns in seeking to address the chronic issues of relevance and survival.

These researchers simply conclude that "the problem of reform or change is more a function of people and organizations than of technology."[43] They also state staff development programs when used as the principal mechanism for implementing changes in people have generally been ineffective, a waste of time and of no benefit to either teachers or students.

McLaughlin and Marsh explore issues central to the design and implementation of successful programs for staff development, such as: What motivates teachers to acquire new skills? What helps teachers to retain these skills? What can administrators do to support and sustain the professional growth of teachers? From their investigations the authors derive five general assumptions which they believe are central to rethinking both the nature and the role of programs for staff development:

1. Teachers possess important clinical experience.
2. Professional learning is an adaptive and heuristic process.
3. Professional learning is a long-term, non-linear process.
4. Professional learning must be tied to school-site program-building efforts.
5. Professional learning is critically influenced by organizational factors in the school site and in the constituency it serves.

These assumptions generate a view of staff development which differs remarkably from the traditional model found in the literature or in practice:

> Staff development emphasizes learning for professionals as part of ongoing program-building in an organizational context.

Briefly, this tripartite definition suggests that fully successful staff development programs should conform to three basic rules:

1. Staff development is learning for professionals.
2. Staff development is an essential part of ongoing institutional program-building.
3. Staff development is an integral component of a process of problem-solving and improvement within the organization of the institution.

The Rand Study View of Staff Development

Staff Development as Professional Learning

This characteristic of effective programs for staff development denies the familiar perception of in-service education as "a concern about the governance, financing, staffing, delivery and reward structures for 'those workshops' or as a problem of technology transfer."[44] It recognizes instead that for teachers "the learning task is more like problem solving than like mastering 'proven procedures.'"[45] Staff development which employs outside experts in tightly structured training activities is not viewed as being of any great benefit. Rather the operative model for professional growth demands the involvement of staff themselves in identifying problems and solutions to a range of issues which bear directly on the effectiveness of that teaching and learning for which they are responsible.

In this mode of staff development, practicing educators engage in their home institutions in guided, collaborative activities aimed at resolving important problems which affect their respective professional roles. It recognizes that staff practicing in the institution and

imported staff often represent the best available clinical expertise and that outside experts, especially educationists, are often of comparatively little real help in finding practical solutions to problems.

Learning for educational professionals frequently requires "the reinvention of the wheel." This is especially the case when such learning focuses on the identification and solution of problems present in the local setting. According to this view attempts to teach staff pat solutions to specific educational problems, no matter how generically effective these may be, result in misuse or more often nonuse of the innovation. On the contrary, the staff needs opportunities to examine solutions in relation to local problems and to adjust them so that they reflect implications and nuances found in the local institution involved. Using this approach the process of adaptation itself becomes a learning experience, adding to the professional repertoire through the exercise and augmentation of collective expertise.

Finally, professional learning is not best satisfied by short-term, linear responses. Educational staff is for the most part made up of career people with personal and professional goals. Likewise, most educational problems and processes are not amenable to short-term analysis and solution. Consequently the continual growth which staff members experience, to equip them with the means for implementing effective innovations, should respect both the long-term professional perspective and the equally long-term and non-linear nature of the problems addressed.

Staff Development as Program-Building

It is not sufficient to treat staff development solely as learning for professionals, according to McLaughlin and Marsh. The second and equally essential requirement of any successful program is that it be clearly identified as part of program-building within the institution.

Professional learning should clearly relate both to ongoing institutional activities and to the day-to-day activities of its staff. Program-building, in which administrators, teachers and service personnel share in the responsibilities of planning, design, implementation and maintenance, provides the context necessary to stimulate full and effective participation in programs for staff development.

Teachers are particularly influenced by the program-building approach since they have been the primary recipients of the traditional "professional development" programs which aimed at improving their inadequate professional skills. This deficit model of staff development was created primarily by non-teachers for teachers, the implication being that only teachers lack the skills necessary to assure success of the educational enterprise. To make matters worse, the deficit model has seldom involved teachers either in identifying deficits or in prescribing solutions. In following this tradition, non-teachers have imposed staff development on teachers, as a manifestation of the dogma that they know best what teachers need to become better practitioners and that among educational staff teachers alone are professionally deficient.

The program-building, program-improvement approach in which staff development recognizes that many role groups, rather than teachers exclusively, need new skills if the institution is to grow and thrive removes the punitive threat which has traditionally incurred teacher resentment and resistance to staff development. In the program-building approach, the whole staff becomes involved in various aspects of change. Each personnel group has opportunities to identify problems, to suggest solutions and to implement innovations which will maximize the effectiveness of its particular role in effecting change. Each personnel sub-group recognizes and accepts the need for its continuing professional growth as new programs evolve, and takes the principal

responsibility for determining self-help measures which will assure the most appropriate and effective reform.

A program-building approach enhances the potential that intrinsic motivation possesses for playing a dominant role in the participation of staff in programs for professional development. Professional responsibility as the basis for support of staff development has obvious merits over those inducements which commonly constitute extrinsic motivation. When staff ceases to view professional development as a ritual activity related to the payoffs proceeding from traditional reward-and-incentive systems (and these are rapidly vanishing in most institutions), and accepts it as a self-imposed professional necessity, its true personal and institutional merits emerge. The program-building approach largely removes the need to persuade and bribe staff to participate in development. The principal merit of program-building is the realization among all categories of personnel that they are implementing truly needed institutional change through individual and collective participation in largely self-determined experiences of professional growth.

Staff Development as Organizational Change

The third criterion for successful staff development programs, according to McLaughlin and Marsh, is that they not be detached from the organization of the institution. On the contrary, they should form an integral part of an "on-going problem solving and improvement process" within the institution.[46] Simply stated, staff development is one of many essential elements in the continuing and dynamic development and reform of the organization. Thus, good programs for staff development have no specific beginnings and ends but are characteristic of the institutional site and its constant reform.

Taking this characteristic into account, it becomes clear that those staff development programs which embrace diverse components of institutional process and thus a wide spectrum of personnel are destined to be most effective in achieving their goals. Again, if a

program is directed toward a smaller section of the organization and thus a more select group, consequences for other organizational components should be anticipated and addressed through concomitant specialized development efforts.

If the organization is seen as a totality composed of closely interrelated components, then 'isolated' as well as institution-wide changes inevitably create repercussions throughout the entire system. If staff development is a major mechanism for implementing change and institutional reform, then the ripple effect created by large or small changes inevitably generates responses in the staff development program. Anticipating the direct or induced effects throughout the organization of efforts toward specific changes and planning for staff development support in order to assure successful institutionalization become essential managerial strategies for assuring the continuity of reform.

McLaughlin and Marsh 'found' that, in the continuation phase of any reform, the links between staff development and organizational characteristics were of particular importance. Thus, although the planning, design and implementation phases required closely related efforts in the field of staff development, the dynamic and non-linear nature of reform required the most intense and comprehensive activity in staff development. Reciprocally, once the continuation phase was underway, it reinforced staff development and helped facilitate and maintain permanent changes in the perceptions and practices of staff.

Contrary to common belief, McLaughlin and Marsh found that successful reform depended far more on the integration of staff development with organizational development than on financial factors. Just as organizational factors play the most vital and dominant role in the effective institutionalization of reform, they also assure the long-term effectiveness of staff development. This is inevitable, as reform

and staff development are inseparable from one another and from the organizational context in which both reside.

Reiterating the broad view according to Rand:

Staff development emphasizes learning for professionals as part of ongoing program-building in an organizational context.

Any one of the three components is essential to staff development. But only when all three are pursued simultaneously and with equal vigor will the full benefits of a program for professional growth be realized.

Additional Implications of the Rand Study Findings

If staff is to collaborate to the full in the planning and implementation of change as it relates to professional growth, program development and organizational reform, staff participation requires a correspondingly full measure of decision-making power. Bureaucratic regulations and distorted perceptions of staff competencies and rights, which have prevented authentic participation, need to be rectified. Likewise, financial, legal and political constraints on full participation need to be removed.

Staff will also be required to make concessions, especially in relation to the larger organizational concerns of the institution. Teaching staff, particularly, will be faced with a more comprehensive role in institutional reform than is conventionally assumed if the current deficit model for staff development, aimed primarily at teachers, is to be replaced. The long, arduous, collaborative planning involved in bringing about successful change requires that teachers radically alter their proclaimed exclusive priority--their role in the classroom and laboratory. McLaughlin and Marsh believe that the role of teachers as collaborative planners will evolve as a function of the rate at which ongoing problem-solving becomes a concern of the whole staff

rather than primarily of administrators. This will require concessions on all sides and major shifts in the traditional roles and functions of all members of staff.

The Rand study suggests that distinctions exist within the kinds of professional development which are appropriate for particular staff groups, as well as for individual staff members. This is particularly true for teaching personnel: experienced teachers may require an approach to professional growth very different from that suitable for the neophyte. Experienced staff may also need opportunities for development other than those contained in staff development as a part of institutional reform. The findings of the study suggest that "a more personal approach to professional growth may be important for more experienced teachers"--an approach which would "emphasize new cognitive frameworks for looking at teaching practice and at their effectiveness as teachers."[47] It could be added, parenthetically, that part-time or adjunct teaching staff probably have staff development needs very different from their full-time colleagues, needs which may tax the institution's creative responsiveness far beyond the requirements of traditional staff.

As with teachers, differentiations in the needs for and processes of staff development for service personnel and administrators are equally essential. Some of these efforts will address the personal needs of staff, arising out of their education, work experience, employment status, age, sex or other distinguishing variables. These efforts, although not specifically staff development as a concomitant of program-building and organizational change, are nonetheless inextricably related to them. Growth provides competencies which enable individuals to participate in holistic processes.

The "teacher center" movement as currently conceived may also be affected by the Rand study's findings, primarily through the revelation

of its limitations in dealing adequately with the more sophisticated and complex facets of a staff development viewed as integral with program-building and organizational change. Despite some reservations in this regard, however, many of the commitments of teacher centers correspond to the needs of staff development in the realms of personal and professional growth.

Finally, the role of consultants and graduate schools of education is scrutinized in the light of the Rand study findings. Clearly, the traditional packaged in-service programs developed and offered by universities or their agencies, especially those programs deficient in staff participation and extensive follow-up, are next-to-useless. Similarly, the training offered in traditional university courses has little real value in the forum of everyday educational practice. Members of education faculties must become far more credible in practical education settings than they are currently, and be willing themselves to undergo an adaptive experience of professional development which would prepare them to play these new and useful roles. In the words of McLaughlin and Marsh, "universities will have to implement significant changes themselves if they are to be effective partners in staff development efforts."[48]

If universities can effect this transformation then, in addition to providing important assistance to in-service professional development, the Rand study findings suggest that they could make a notable contribution: first, through the creative preparation of administrators to carry out reform with the full participation of the entire staff; and secondly, through educating teachers to play the role of "collaborative planner within a problem-solving dynamic organization."[49]

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CASE STUDIES OF STAFF DEVELOPMENT IN 2-YEAR COLLEGES

Preface to the Descriptive Case Studies

In the spring and fall semesters of 1978, five two-year post-secondary institutions in New York State were visited by CIOE project staff to collect information relating to the programs for staff development currently functioning on those campuses. The sample included one agricultural and technical college and four community colleges. One of the latter was dropped from the final report by agreement between the project staff and the institution

Sample institutions were chosen to represent different sizes, locations, and relative maturity. They were also selected on the basis of expert opinion in the field, in the State Education Department and in SUNY Central Administration. Colleges were given the code names Alpha, Beta, Gamma and Delta in order to preserve anonymity. This device was not requested by the institutions but was employed by the project director so that predispositions concerning these institutions might not color readers' interpretations of the programs reported. Alpha is a large and mature institution located, as is the case for most of its sister institutions, in a rural section of the state. Beta is a relatively large, long-established college located in a small city and serving both urban and rural populations. Gamma and Delta are both located in densely populated urban areas. Gamma is small and relatively new. Delta is a large, very well established institution with a long history of delivering successful education programs to a diverse constituency.

To provide contrast and comparison, a brief survey of an out-of-state program for staff development of acknowledged merit was conducted. The case study of this program is given the code name Epsilon.

The primary data-gathering technique employed by CIOE field researchers was a loosely structured interview. An outline of the interview procedure is included in the appendix to this report. However, this served only as

a general guide, each situation offering unique data to be collected and thus requiring a unique sequence of questions. Interviewers therefore sought information by using a variety of questions and approaches for each question listed. Respondents were sought who had primary responsibility for planning, designing, implementing and maintaining staff development. These were generally administrators at the levels of vice-president or dean. Additional information was sought from a variety of other staff members, including instructional developers and division and department chairpersons. Several members of the colleges' committees on staff development, usually drawn from the faculty, were also consulted.

Data were recorded in a combination of tape-recorded and written formats. These were later transcribed and the raw information used to compose the summaries which follow. In addition, materials documenting activities in staff development at the respective institutions were collected as available.

Definition of Staff Development

Staff development at Alpha is defined as those activities, both sponsored by the institution and sponsored externally, which the college's professional faculty and staff undertake in order to maintain and develop their individual competencies as educators. These activities include: continuing efforts to grow in the knowledge and skills of specific teaching disciplines, in the education process generally, and in personal development related to individual roles and responsibilities within the educational environment.

The Staff Development Program

The staff development program at Alpha is consistent with the Board of Trustees' mandate for the continuing growth of the institution. As such, staff development is a major mechanism for fulfilling the mission of the college as an educational community which constantly evolves in its capabilities of responding to emerging individual and social needs.

Individual programs for staff development are guided by a specific plan which staff members complete and follow as a general guide to their professional development over the course of an academic year. The plan assists staff members to identify their professional development objectives in relation to college, division and program missions. The formal plan does not, however, preclude personal development of individual lines of interest which may not be consistent with the objectives addressed in the larger frames of reference.

Content of these specific plans is negotiated, in most cases, with the staff member's direct supervisor. Further negotiations with the division dean and others representing broader institutional concerns frequently occur in cases where individual objectives relate directly to division or institutional policies and goals. A satisfactory compromise may take

several months to achieve in some instances. However, once accepted by all participating parties, no ambiguity remains about the immediate plan for professional development of the staff member involved and no further external guidance is exercised so long as a reasonable effort is sustained to meet its requirements.

At the end of each academic year, a report is completed by each staff member reviewing progress made in achieving objectives designated in the plan. This document is subsequently evaluated by the division dean to ascertain both the extent to which the plan was followed and the specific accomplishments of the staff members involved.

Activities of the Staff Development Program

Individual staff development plans are as diverse in their content and structure as the needs which they are designed to address. Typical activities through which staff choose to pursue professional growth include:

- in-service workshops at Alpha sponsored by the institution and conducted in-house on a regular semi-annual basis
- regional or national conferences or conventions
- formal course work at external institutions
- participation in and contribution to college governance
- proposal development to fund significant advances in the work of a division
- proposal development for new curricula.

The evaluation of the results of individual development plans is highly decentralized, principal responsibility residing with division deans. Such evaluations are considered significant in deciding whether to retain or promote staff, or to recognize merit of various kinds. Thus, the evaluation of professional growth proceeds largely at the supervisory level and is principally a matter of concern between individual staff members and their immediate supervisors.

A committee on staff development has recently been formed as part of the college's involvement in a statewide project being conducted by the Two-Year College Development Center at SUNY Albany. The college

intends to give this committee permanent status after the current project terminates and to make it an integral component of the staff development program at Alpha. Its future role is expected to be largely advisory, informing the college's administration of staff development needs and suggesting alternative ways in which these can be satisfied programmatically. Identifying and providing field experience in career areas pertinent to teaching responsibility would have high priority among the duties of this committee.

Such first-hand exposure to current practice 'in the field' is of primary significance in the inevitable periodic revisions of any instructional program if the program and its graduates are to remain viable and marketable. Yet traditionally, staff have not been rewarded for such participation; at least, not to the same extent that they have been rewarded for undertaking conventional course work, even though the latter is often only marginally related to specific institutional responsibilities. Means by which to assure greater credibility and to increase the rewards for instructionally related field experience would be major areas for investigation and recommendation by the committee for faculty development. The Alpha administration forsees no role for this committee in the review of individual activities in professional development.

The authority to allocate funds for staff development within its institutional budget is vested in the agricultural and technical colleges. There is no consistent counterpart to this power among two-year community colleges. A broad range of professional development activities can be subsidized out of these designated funds which are held in a special account by the office of academic affairs.

These funds are used to pay for such activities as conferences, staff travel, in-service workshops and the visits of professional consultants. There is no fixed amount set aside each year. Rather, funds are allotted on an estimated basis. In recent years this account has all but dried up as a result of system-wide budget cuts. A new internal budgeting procedure will, it is hoped, allow some of these monies to be restored.

Aside from these funds a formal tuition waiver program for staff members, costing an average of $8,000 per calendar year, has long been in effect.

The staff development committee has no direct authority over the allocation of these funds. However, in recommending appropriate activities for staff development such as workshops or colloquia, it exercises an indirect control over their use.

The History of Staff Development at Alpha

Alpha has a long and distinct tradition of providing for the professional growth of its staff. However, although the institution's responses have been diverse and often highly differentiated according to staff's feelings about the useful and the propitious, there has not been a highly formalized, structured plan guiding evolution. Some of this looseness has been by design, providing a measure of flexibility which could respond quickly and with precision to emerging needs. Nonetheless, there is currently a move to formalize those parts of the program which have an established record of acceptance and success so that the linkages for establishing a holistic approach to institutional professional development can be decided.

The persistence and success of the professional development program at Alpha can be attributed both to the foresight of the Board of Trustees' personnel policy and the strong leadership provided by college administration. Concern for the quality of faculty and for the education offered has characterized the administration of the current chief academic officer throughout the years he has held successively increasing levels of responsibility and authority. The Trustees' policies have been honestly and rigorously interpreted in the procedures and practices he has implemented. This union of philosophy expressed through mandate with practice implemented through the administration provides the basis for the college's effective and enduring staff development program.

Compliance by staff with the formal program for staff development has been primarily motivated by administrative edict. As in any institution, there is a core of staff which proceeds independently to seek growth related to their individual professional roles. For the majority, however, the administrative mandate under the college's management plan provides the principal incentive for participation. It is Alpha's view that a structured process for professional staff development, with attendant institutional sanctions and support and rewards, has distinct advantages over the laissez-faire, individually pursued program. Those lacking the necessary initiative or skill to implement and sustain an independent personal regimen are led to do so; those already following a personally motivated plan are provided new opportunities and expanded support for achieving their goals.

Alpha suffers from the chronic problem currently besetting institutions both statewide and nationally: staff members are reluctant to become involved voluntarily in sustained professional development because of declining payoffs. This situation would seem to suggest widespread unconcern for professionalism among staff. In fact, it appears more to indicate the futility many staff feel when faced with a future devoid of any opportunity to move, to grow and to receive reasonable recompense for improved quantitative and qualitative levels of performance. Doing more in areas beyond those normally considered of primary responsibility and doing it for less, seeing the basic bread-and-butter issues addressed less adequately--these often relegate professionalism to a secondary concern in the minds of many members of staff. This tendency is further exacerbated by the much poorer showing of academic salaries compared with those in other professional areas against the rising cost of living.

Influences on Alpha's Staff Development Program

As in most institutions, not all forces stimulating professional staff development at Alpha are internal. Programs, especially those

certified by national professional bodies, are usually far more closely scrutinized than those whose standards are established locally and internally. Since performance is a function of instruction, and instruction includes staff competency as one major independent variable, the need for the professional development of staff in these closely supervised programs may considerably exceed that in non-certified programs. In this case, there exists powerful external pressure on staff to maintain levels of competency, in content and pedagogical skills, which assure student performance consistent with the standards demanded by the certifying group and the professional body it represents. Although requirements to conform to these standards may be imposed directly on program staff by the external agency, or indirectly through the college administration, the fundamental impetus is located outside the institution and is largely independent of its policies, practices and internal standards.

The State Education Department with its responsibility to review all programs is tangentially influential through its periodic program evaluation. It establishes standards and needs which may be reflected in the forms of staff development set up to address them. Committees which advise on various programs exercise varying degrees of influence over them and thereby over the qualifications of faculty who conduct them. Both these influences can exert significant pressures on staff development: pressures which affect the size, structure and content of the effort differently, according to the centrality, integrality and intensity of their involvement. External authorities such as these are traditionally interested in whether staff is qualified to be doing its work, whether it is keeping current in subject matter and teaching skills and if there is any evidence to substantiate real professional growth and development.

The problem of redeploying staff whose programs are undergoing decline in new institutional areas of commitment and growth is of no real significance at Alpha. The college has for the most part a core of distinctive programs which has undergone no significant change in the last five to ten years.

In addition, the programs are so related that, if one set of courses has gone soft, demand in a closely allied area has usually been able to take up the slack through the provision of service courses. In only one instance has a staff, consisting of two faculty, been terminated as the result of a discontinued program. In that case both the lack of essential lead time and the isolation of the program from the college's major core programs made retooling unrealistic and unmanageable. Thus, the flexibility and relatedness of the curriculum minimizes the need for major retooling of staff, substituting redeployment of expertise whenever retrenchment may threaten positions.

To provide even greater flexibility and adaptability, the college's hiring practices in the future will select individuals whose broader academic and teaching backgrounds qualify them to work with equal ease in a number of related instructional areas.

The professional development of adjunct staff is not a major factor at Alpha. In any particular semester, the teaching staff is only about five percent adjunct, temporarily hired to teach one or two sections of a course. Such adjuncts are chosen for their specific skills in the courses and program for which they are employed. They are seldom part of a program's core staff but rather function as support personnel to the full-time cadre.

Determining Staff Development Needs

Many mechanisms exist at Alpha to assess the professional development needs of staff. Informal procedures have dominated in the past, in keeping with the college's relatively unstructured approach to the process of development. The college's instructional developer has contributed greatly to this informal needs' assessment. Mixing with staff members and working with them in solving a multitude of instructional and learning problems places this individual in the ideal context to identify and describe a variety of professional needs. His efforts are responsible as much for the concepts to be incorporated into a college-wide plan for staff development as the topics addressed directly through specific sessions in the semi-annual staff development workshops.

Deans and division chairpersons also serve as important sounding boards for what they consider to be significant activity in staff development. Their intimate knowledge of programs and staff over which they have jurisdiction assists both in identifying priorities for staff development and in evaluating and criticizing proposed and existing plans and processes.

It is hoped the newly-formed faculty development committee will prove a new source of stimulation for staff development. The expectation is that this group will play an important "brainstorming" function in discovering both new topics and innovative processes for satisfying the changing needs of professional development. With little present turnover among staff and a further decline in mobility predicted, the saturation point in utilizing elements of the existing program will soon be reached by most staff members. A core program for the dwindling number of new staff recruits will remain. But the challenge of the future, much of it to be met by the committee, will be the generation of a useful, diverse, highly motivating program which responds to the needs of older, tenured, experienced staff already thoroughly versed in the fundamentals of sound pedagogy.

Measuring the Effectiveness of Staff Development

Efforts to assess professional growth among staff by established empirical procedures have proved disappointing at Alpha. Results from such efforts and a basic skepticism as to which, if any, measurements are appropriate for assessment have generated a relatively loose and informal approach to the judging of program effectiveness. Simple follow-up instruments on in-service workshops, for example, have provided information on how individuals rated workshops at the time conducted and in subsequent carry-over applications in the classroom.

The ultimate goal of many staff development programs is the improvement of learner performance and thus the improvment of overall institutional performance through structured programmatic efforts. This goal may be questionable from an empirical point of view. Further, it may be unrealistic:

given the elusiveness of the effects to be measured, the relation of treatment to effect, and the interpretation of findings as they pertain to program modification.

The point of view which accepts that much of educational achievement should be assessed through heuristic rather than empirical process is strongly advocated at Alpha. Educational theory frequently holds to the established belief, often unsupported except by philosophical tenet or historical evidence, that exposure to certain kinds of learning has an inevitably salutory effect on individual performance. The widely-shared consensus that such improvement works without need of major formal verification is basic to Alpha's procedure for the evaluation of professional development. Such theories, reinforced by faculty beliefs about what contributes most effectively to professional growth, provide the basis for judgment of the effectiveness of current staff development and for modeling future efforts.

BETA COMMUNITY COLLEGE

Definition of Staff Development

In the view of administrators responsible for professional development at Beta, the program is all-encompassing. It incorporates personal, content and skills development. As such, the program is generic, combining a wide range of activities in response to changing human and institutional needs.

The Staff Development Program

The present program is not mandatory; it relies totally on voluntary participation by the staff. A high level of involvement by most members of the staff is assured by giving them primary responsibility for evolving and directing their own development program. Only twenty percent of staff are considered to be non-participants. Self-determination thus appears to motivate an unusually high percentage to engage in experiences of professional growth. College administration believes in a low-key approach and cultivates what is primarily a personally focused development plan through peer interaction.

The dean responsible for guiding staff development views the program as a comprehensive effort to help both faculty and non-faculty to locate and gain access to needed services and resources. It is highly probable, in his opinion, that enforced participation in packaged staff development will waste the time of those in attendance. This observation is based on the opinions of the dean and many of his colleagues rather than on carefully researched empirical evidence. Beta's commitment to a helping model does not necessarily negate the fact that more coercive efforts may be highly productive in other institutional settings.

Beta's program is primarily aimed at faculty, although parallel programs are going on among administrators and service and support personnel.

These latter programs are more sporadic and, because of the relatively small number of personnel involved, conducted on a scale much below that provided for faculty.

A committee for professional staff development, with representation from each instructional department, coordinates the professional growth program. The committee requests funds to support the faculty development effort and makes decisions concerning the dispersal of such funds. It also plans, organizes and promotes in-service workshops and special presentations by persons from outside the institution. The needs addressed by such special workshops originate with staff and form the basis of the ideas which departmental representatives on the staff development committee subsequently translate into in-service program offerings. In the majority of cases, workshops are conducted by Beta's own faculty. This assures wide proliferation of special knowledge and skills both immediately, through the group process, and in the long term, through individual consultations pursued once specific sources of expertise on campus have been identified.

In the immediate future, the staff development program will continue to distribute development resources among programs designed to (1) upgrade the academic credentials of faculty, (2) improve the instructional program, and (3) provide avenues for the personal development of staff.

Activities of the Staff Development Program

Under college policies, in-service staff development is provided through a variety of channels:

(1) the reimbursement of tuition costs
(2) waivers of SUNY tuition
(3) sabbatical leave
(4) instructional development
(5) personal development
(6) travel to professional meetings
(7) "co-opted" outside resources
(8) the use of internal resources, including interdepartmental cooperation to exchange needed services.

Tuition Reimbursement

The Board of Trustees recognizes its need for highly trained faculty and staff and, therefore, encourages personnel to pursue advanced college degrees in areas directly related to their work. Approximately $14,000 per year is budgeted for tuition reimbursement from local funds and about 35 faculty benefit each year. Participants are encouraged to pay some portion of these tuition costs.

Reimbursement may be used at any time of the year for approved courses. Courses which can be interpreted as having real or potential benefits for the college program qualify as approved activities. Requests for funds for the reimbursement of tuition are made through the chairperson of each department, who certifies need and forwards requests to a review committee for final disposition. Requests for such funds consistently exceed allocations.

SUNY Tuition Waivers

SUNY provides for the waiver of tuition for a given number of staff members pursuing formal course work related to the staff members' fields of work. At Beta, eight to ten staff members are beneficiaries of the tuition waiver privilege annually. This source is also consistently over-subscribed.

Sabbatical Leave

The sabbatical leave program (every six years) is used by approximately five percent of the faculty each year. Conditions governing the leave program require that work undertaken under its sponsorship effectively increase the value of the staff member to the college. The customary provision for salary continuation for the sabbatic period is made.

Instructional Development

Instructional development has a high priority within the staff development program. Activities in this area of professional growth are coordinated by the Dean of Instruction.

The instructional development program includes a provision for grants to support improvement of instruction through the production of new curricula and curriculum materials. The Media Arts Department provides special support services to staff in activities which enhance the effectiveness of teaching and learning through an expanded use of resources.

Mini-grants average about $300 per person per year and total approximately $15,000 annually. Such funds may be used to cover overtime salaries, to hire consultants and to purchase supplies and materials. Larger projects whose budgets exceed the mini-grant classification are reviewed by the professional staff development committee. These projects may also be considered for funding from college funds outside the mini-grant program. In such cases, project proposals go through regular budget hearings.

Personal Development

Annual offerings in this facet of the staff development program vary in topic and number and are usually staged in direct response to needs identified by staff or by the professional staff development committee.

Grade inflation, program evaluation, student motivation, academic standards, racism and sexism, handicapped learners and the management of stress are typical topics addressed by this program. Many of these activities are conceived and conducted by the college's faculty; several staff members frequently collaborate and attract one hundred or more participants.

Travel to Professional Meeting

Attendance at professional meetings is to some extent and in some instances seen as a legitimate avenue for pursuing professional improvement. Each department is allocated a budget of $100 per full-time faculty member to support such participation. Disbursement of these funds is made at the departmental level.

"Co-opted" Outside Resources

Personal development of staff is further facilitated through special-interest presentations conducted by outside groups from education, government, business and industry. Such organizations as the Cornell Institute for Occupational Education, the Two-Year College Development Center and IBM are frequently requested to address needs and problems of specific staff groups or to orient them to emerging innovations pertinent to their institutional roles.

Internal Resources

Much significant staff development evolves out of intra- and inter-departmental planning and management. Peer interaction in departmental and division meetings and in ongoing team-building efforts effectively disperses a wide spectrum of skills and information. It also engenders familiarity and facility with innovative internal processes which promote institutional growth and reform.

Influences on the Growth of Staff Development

In its early stages the staff development program at Beta was highly regimented. Mandated participation in the program was the rule, with compliance being directly related to the institution's incentive and reward system. Over the years evidence accumulated that the sought-after benefits for teaching and learning were not achieved using this approach. This stimulated a hybrid program in which mandated and voluntary participation coexisted. The coming of a new administration committed to a philosophy of self-help and personal responsibility for academic excellence all but eliminated the coercive element in the program. This move, coupled with a negotiated contract exempting faculty from any specifically mandatory participation in professional development, set the stage for the current voluntary program.

The fact that Beta has continued to grow over the past few years, contrary to state norms, has perpetuated an optimistic outlook within the staff. Upward mobility has remained more fluid than in institutions undergoing declining enrollments and related retrenchments. The possibility of promotion continues to motivate staff to grow professionally. Within the staff there exists a strong sense of professionalism which confers high priority on addressing the evolution of the needs of the college and its student body. The reigning political and institutional climates have evolved a context in which self-help and personal responsibility for academic excellence have thrived. Despite the present healthy outlook, however, administrators admit that the program could be seriously compromised if declining enrollment and subsequent reductions in funding and programs deplete resources and reduce the motivation for staff development.

Determining Staff Development Needs

Needs' assessment is carried on both formally and informally, primary responsibility for the collection and interpretation of pertinent findings residing at the departmental level. Department chairpersons remain constantly alert to the needs of their staffs and regularly communicate these needs to personnel responsible for faculty development. Departmental representatives on the professional staff development committee also convey their perceptions of needs, as well as specific requests for program elements, to the appropriate administrators.

Administrators themselves are sensitive to the professional growth needs of their staff, especially when these are created by the implementation of changes in program within the college. As a result of their management function administrators also have access to external resources which have potential for complementing, modifying and augmenting existing needs.

Measuring the Effectiveness of Staff Development

It is the opinion of Beta's administrators that to measure the effectiveness of staff development would be inimical to the climate of voluntary participation which now characterizes their program. Measurement inevitably results in coercing staff to participate. The college has no point system for accruing credits such as exists in contingency contract arrangements. Measurement, at best, is highly subjective: it is based on a consensus of opinion that the very existence of the program makes a real contribution. A sense that staff members are "generally around" or "not frequently seen" at staff development events serves as a major indicator of their participation.

Other measures of participation are available--such as new degrees obtained, instructional products developed, new institutional programs used and the improvement or upgrading of programs through media support. Growth revealed through such evidence, as well as that derived from a range of other objective and subjective assays, constitutes the measurement procedure. Consensus by supervisors that staff members are maintaining momentum in the acquisition of new skills and competencies substitutes for quantifiable formulations. The Promotion and Tenure Committee does consider the evidence which such consensus yields; but totaling up "brownie" points in the traditional sense and using such data to rank and decide priorities among staff members competing for professional reward is stringently avoided.

There is a widespread belief at Beta that staff genuinely support professional development for the real values which accrue to their educational community as a result of participation. The primary incentive, then, is one stimulated by a true sense of personal and professional responsibility. If the development program clearly facilitates all aspects of their work, staff members generally believe that their job is done better. Further, they believe that their chances of participating in the institution's reward system are being maximized.

DELTA COMMUNITY COLLEGE

Definition and Description of Staff Development Program

At Delta Community College, administrators feel that no formal staff development program has been operating. Definitions of 'formal' and 'informal' process vary widely from institution to institution. What is considered formal at one is not so identified at another. Thus Delta, in disavowing the presence of a formal program, nontheless possesses elements which, in other institutions, are accepted as fundamental components of formal activity. Participation in departmental meetings, leadership in faculty governance and professional growth through the use of the sabbatic year are examples of such activity. If staff development is defined as any activity which generally upgrades skills, then those cited certainly qualify. From the perspective of Delta administrators, however, they merely constitute an informal process embedded in ongoing institutional policy and procedure and therefore fail to fit the definition of a formal program.

The Division of Continuing Education departs somewhat from this attitude in that it supports a much stronger sponsored program. The principal mechanism used by the Dean of this division to address need and its resolution is the regular staff meeting. The focus of this activity is not limited to the usual routines of the functioning of the division and its management. Rather, the meetings are used to identify staff needs and to provide experiences which will elicit skills to satisfy them. As a result of this determined effort to make staff meetings a primary source of continuing professional growth, Delta has graduated from its continuing education division a steady stream of professionals who have gone on to serve as presidents and deans and to fill key administrative posts at a wide variety of other institutions. Consequently, the continuing education division has become recognized as a training ground for expert, skilled staff who subsequently provide creative leadership both within and beyond the college.

Factors Influencing Growth of Staff Development

Delta has traditionally emphasized a strong commitment to providing expert instruction at the lowest possible cost. As one of the senior community colleges in New York State, this effort has become a long-standing mission. Being well established in the community it serves; having excellent relations with community, business and industry; and possessing a staff which is secure, confident and recognized for its expertise; these factors have made Delta one of the most stable and respected institutions in the State's two-year college system.

The tradition of high caliber education for the fewest dollars has been given a new and different impetus by the deepening budget crisis which Delta, along with its sister institutions, has faced in the recent past. The effect of this economic deprivation on the tradition of academic excellence has been to reduce support for staff development, and other peripheral activities, in favor of that more directly sustaining the instructional program. In practice, this has only represented a further reduction of support to ancillary programs which, in relation to instruction itself, have always been given a lower priority. Administration has done nothing over the years to encourage greater prominence for efforts toward staff development through allocation of the resources it manages. Staff development has, as a result, never enjoyed preeminence at Delta and has not been integrated in the mainline instructional program in the senses of serving it and being served by it.

Delta has for years had a strong union organization among its staff. Under the negotiated contract, any activity which might increase the workloads of staff is a subject of grievances. Staff development in any full or formal sense will inevitably make some incursions on existing workloads; and these, under arbitration, are likely to produce rulings which favor contesting staff. Consequently, staff development must come out of the regular workload and thus a full, formal program is extremely difficult to organize. Under such circumstances, any administration, even one such as the present administration which favors staff development, finds its hands virtually tied.

A paradox has arisen at Delta as the result of these and other factors which every comparable institution currently experiences to

some degree. Whereas the need for staff development is dramatically increasing due to the personnel retention policies and practices of retrenchment, the means of organizing and implementing truly effective programs encounter steadily growing opposition. At base is the fact that growing budget constraints have placed an understandable but highly disproportionate emphasis on mere survival. When institutional and individual continuity are perceived to be at stake, the forces which assure basic existence inevitably prevail over those advocating reconstruction and reform regardless of real or seeming contradictions.

Trends in Future Staff Development Activities

Recently, the director of institutional research at Delta implemented a study of staff development at the college under the sponsorship of an Exxon grant. A major survey conducted as part of this study revealed that poor intra-institutional communications created a major problem for sustaining any successful program for staff development. The discovery of this apparently crucial factor has produced a determined effort to develop and implement processes which will address this need and consequently facilitate an action-oriented program to improve staff quality. The overall intent of the Exxon study is to identify and implement major changes in the institutional climate which will facilitate better teaching and learning consonant with changing needs in the college's service community. However, despite continuing enthusiasm for the study and its findings, implementation has been stalled by lack of time, an inadequate budget, union problems and motivational obstructions.

A series of seminars is also under development to address current areas of staff interest and concern such as "how to write grants" and "the new student." Instead of organizing and promoting these seminars as a part of a designated program for development, they are to be administered by the Division of Continuing Education. They will not be billed

solely for staff development purposes at Delta and will be open to any interested persons inside or outside the college community. Staff members have been involved with Continuing Education personnel in evolving these programs so that their needs and priorities will be assured representation. A major rationale for offering these seminars through Continuing Education is to avoid their being characterized as additional burdens on staff which might exceed regular commitments. As a complement to the general future-oriented Exxon study, the seminars will deal with specific issues and problems confronting both college staff and a variety of other makers and consumers of educational processes and products.

Motivating Staff Development Participation

There is little grass-roots approval within staff at Delta, as in most other similar contexts, for any comprehensive program for professional development. The overriding concern here, as elsewhere, is survival. Those efforts and energies which could, in less stringent economic times, be at least partially directed into professional growth are dissipated and absorbed in the almost daily struggle to endure as individuals and as a functioning community. That impetus to participate which does exist comes chiefly from needs to fulfill promotion requirements. However, as a motivating force, this affects relatively few staff because of the almost universally familiar conditions created by retrenchment and low turnover rates. Besides, demands imposed by promotion policies do not by themselves constitute the optimum basis for the motivation of staff to participate in professional growth.

There is a strong feeling at Delta that motivation should originate in the upper administrative levels of the college. This should be accomplished both through examples set by administrators themselves and by furthering the longstanding ethic among educators that personally motivated and prescribed professional growth is a solemn and venerable responsibility of every member of the academic community. The direct example of administrators is important. It is, however, only by rekindling

continuing personal and professional growth as a norm in the academician's creed that both the means and ends of education can truly benefit. To achieve this goal, in spite of the myriad forces militating against it, constitutes the real challenge to those responsible for Delta's program for staff development.

Determining Staff Development Needs

As in many other institutions, the general needs for the professional development of staff are well known and understood at Delta. The findings of needs' assessments conducted nationally, regionally, statewide and locally are readily accessible and familiar to Delta's administrators. More finely differentiated or particularized needs are easily identifiable through informal assessments at division, department or even individual level. The latter are important in that they involve staff both in distinguishing among priorities and in setting specific objectives for staff development. In addressing the most obvious priorities, this process of internal seeking may spawn suggestions and illuminate needs of more universal concern, needs which impinge directly on the issue of growth motivated by personal and professional responsibility.

Evaluating Staff Development

No formal evaluation of staff development exists or is planned at Delta. Institutions cite many reasons for not attempting to measure the effects of particular development efforts. At Delta, the primary justification resides in the nature of the program itself. An informal program is not amenable to formal evaluation. An institution which supports and encourages personally motivated growth acts in contradiction to its beliefs if it imposes any strict form of measurement on the individual efforts made by staff toward self-improvement. In such a setting, evaluation must remain intuitive, both process and findings having relevance only in terms of the personally fulfilled aspirations and standards of individual staff members.

EPSILON COMMUNITY COLLEGE

The Campus Staff Development Program

Epsilon provides a comprehensive, multifaceted program for campus staff development including components of professional upgrading and instructional development. The program is based on a model which provides the instructor with a wide range of supporting services and nominal cash incentives for participating in certain of its activities.

The staff development "Team" consists of the staff development coordinator (Vice President for Student Services) and six members, each of whom is responsible for one category of campus personnel. These categories are faculty, classified, community service, part-time instructors, administrators and student workers. The "Team" meets on a monthly basis to share progress on programs in their areas of responsibility for staff development. Each member works in turn with an advisory committee representing the appropriate category of personnel. Major tasks of the advisory committees are to implement programs appropriate to their constituencies and to prepare a staff development booklet summarizing the college's philosophy on the subject and outlining details of its program.

The Faculty Development Program

The in-house program currently catering to the development needs of Epsilon faculty is typical of the total program. Three major aspects of faculty need are addressed:

1. Goal setting
2. Instructional development
3. Improvement of classroom teaching

Goal Setting

Every faculty member at Epsilon is required to complete a Staff Development Plan. The format of this plan uses what is probably best described as modified "management by objectives" approach. Consequently, the plan guides faculty through the consideration and subsequent summarization of their professional and employment goals and the identification of resources to assist them in goal attainment. Both goal and resource identification are mutually explored by faculty and their appropriate supervisors.

At the end of the academic year, the plan is reviewed by each faculty member and supervisor to evaluate the extent of accomplishment. This system places the onus for professional development on individual faculty and department chairpersons rather than on upper-echelon administrators. Some chairpersons use the staff development plan specifically as one element of their evaluation of faculty.

Since Epsilon is located in a large city in a sunbelt state, both of which are currently undergoing spectacular growth, the entire educational system is in a state of dynamic expansion. Community college enrollments are increasing steadily, expecially in occupational areas, and institutions are enlarging their staffs in keeping with demand. Staff mobility, more typical of the nationwide condition pertaining in the 1960s, is widespread. Demand for qualified teachers is steady. The traditional rewards of promotion and associated salary increments exist throughout the system. In such a context, formal college credits, work experience, professional contributions through teaching and service, and work experience in a teaching field are important measures of professional competency. The promotion formula is based on such criteria, thereby creating a major incentive for staff to participate in a wide variety of development activities.

Another significant motive for participation in staff development is the lack of tenure in the state's community college system. Thus, staff performance is constantly being monitored and assessed to decide the continuation of contracts. The deterent which tenure so often imposes on continuing professional growth is absent. Thus, the need to demonstrate steady, substantial, relevant improvement which normally precedes the awarding of tenure persists throughout the educator's career.

Goal setting under these circumstances becomes a real, essential and challenging task. Each yearly redefinition of purpose and process constitutes an incremental step between past performance and projected future attainment. Without demonstrating such constant growth, staff are faced with both denial of promotion and termination of contract. Proving worth to the system under these circumstances is a sustained rather than a periodic effort, one which does not abruptly diminish as is the case in so many tenure-awarding systems.

Instructional Development

Approximately $20,000 is budgeted each year for instructional development at Epsilon. These funds are made available to staff after the writing of formal proposals and their evaluation. Guidelines for proposal preparation are provided for staff along with forms which assure consistency in the application procedure. Formal evaluation criteria are used to determine final funding status.

Grants are usually relatively small, ranging from $300 to $850 per project. A high-level panel reviews proposals, curriculum and materials development receiving priority in the allotment of funds.

Improvement of Classroom Instruction

The Epsilon College Appraisal Center provides assistance to faculty wishing to improve instruction and/or assessment of student learning. These services include entry-level screening of students, psychometric testing, the College Level Examination Program (C.L.E.P.), instructional T.V. testing, instructional testing, and consultation and development of teaching and learning by the entire Epsilon staff.

The Appraisal Center also organizes and conducts a series of short workshops for staff development throughout the year. These last one day or less on average. Topics such as handicapped student awareness, copyright, the computer and test instruction, and adult development are offered through this service. Considerable time is allocated to such small workshops throughout the year, their usefulness in providing staff with professional updating and in facilitating interaction between college departments being widely acclaimed.

Instructional improvement is further encouraged by several funding sources in addition to those already identified in the section on instructional development above. Limited discretionary funds in departmental budgets, funds allocated for professional travel, student development funds and other district funds not allocated to specific programs all provide potential means of supporting professional growth. Further, full-time staff are granted unpaid sabbatics after seven years of service to be

used for longer and more comprehensive periods of professional reassessment and renewal.

The Staff Development Program of the County Community College District Office

The county in which Epsilon is located allocates approximately $200,000 annually for staff development on a district-wide basis. Through these activities, staff at the district office ensure that the best-prepared instructors and the highest quality curricula are made available throughout the system. Where the state provides little quality control over post-secondary education, as is the case for Epsilon, the role of the community college district office is essential for the maintenance of both teaching and learning standards.

Despite the leadership offered by the district office, the comprehensiveness of individual campus programs in the system varies widely, from Epsilon which is considered to be the best in the entire state to those doing almost nothing. Since the district is not empowered to oversee staff development, but rather to suggest needs and problems and possible solutions to them, it cannot assure homogeneity in the programs for staff development and their results. Success of individual campus programs depends on an active alliance between the college and the district office in order to exploit the full resources they can effectively assemble between them.

The Program of the Regional Consortium for Staff Development

There are two regional consortia for staff development already operating in the state out of a total of six projected for the future. Epsilon is located in one of the two consortia regions already established.

The main task of the regional consortia is to provide orientation workshops to both new and interested faculty in the trade and industrial and child-care fields. Working in cooperation with three state Teacher Education institutions, the consortium provides forty-hour workshops for approximately four hundred occupational educators (secondary and post-secondary) per year. Workshops are designed to furnish "basic survival skills" to the new teacher in such areas as lesson planning and preparation,

alternative teaching strategies, individualization, and competency-based lessons. The Ohio Vocational Education materials are the basic resource utilized in these workshops.

The progress of the regional consortium's growth has been slow, having encountered considerable resistance since its inception and early implementation. Many colleges suspected that consortium personnel were "spies" evaluating their efforts in staff development and reporting to the state education agency. Other colleges feared that any requests made for consortium assistance would be viewed as indications of organizational or administrative mismanagement at home.

However, the real services rendered by the consortium over the five years since its founding have all but eliminated reservations concerning both intent and ability to make significant contributions to the professional growth of staff. Participating institutions have a real sense of ownership in the consortium and a substantial collegial atmosphere has evolved both among participants and with the consortium staff itself. A recently established advisory council to the consortium consisting of two-year college presidents, deans, and directors of occupational education has further enhanced the work of the consortium and its image among users of its services.

GAMMA COMMUNITY COLLEGE

Definition of Staff Development and Program Description

Staff development at Gamma remains largely undefined and unstructured despite several serious efforts to establish a program during the relatively short history of the college's existence. This indeterminate status has resulted from many factors, three of which continue to prevail as the dominant influences hampering implementation.

Influences on Staff Development Program

The following constitute the major impediments to establishing and sustaining any comprehensive and effective staff development program at Gamma.

(1) High turnover rate among administrators.

(2) Continuing, severe budget crisis.

(3) Identity crisis with its service constituency and as a unique administrative and educational unit within a discrete regional college community.

(1) High Turnover Rate Among Administrators

Gamma has experienced a high rate of turnover among its top administrators since the college's inception. This factor alone has made any consistent effort to provide a staff development program virtually impossible. Efforts instituted by a series of administrators have never been in operation long enough either to materialize fully or to prove themselves as appropriate channels for maintaining professional growth. The concept and mission of the college have changed with changing leadership. Neither the constituency served by the college nor those responsible for purveying its services have ever been able to determine, with even moderate clarity, what directions

their educational endeavor was taking.

The result of this constant indecision and imprecision has been a crisis-oriented way of thinking and behaving among staff from the top down. A parallel crisis has been induced in the service constituency as a result of the apparent vacillation within the institution. This has acted further to exacerbate an already widespread orientation toward constant crisis in the ethnically complex and densely populated urban community in which the college is located.

Despite the best of intentions and the very real concern of successive administrations for staff development, it emerges as a substantial failure and a very low priority within the panoply of dilemmas encasing the college community. The fact that few efforts at staff development have ever gone beyond the descriptive or "good intentions" stage makes even the consideration of staff development anathema to college staff. Something which has no substance is frustrating to contemplate or support in the first place. When its very existence as a college priority, even if fully realized, seems minor in relation to the bread-and-butter issues of security and survival, there is little need to go further afield in seeking causes for its failure.

(2) Budget Crisis

Any but the most rudimentary staff development program costs money to implement and sustain. A budget crisis which threatens the existence of the college itself has continued since the institution's inception. As a result, there have been few real fiscal means for supporting professional development even if it had been fully evolved and highly endorsed.

In response to fiscal crisis, an effort was made by the administration to launch grant development as an activity of staff development. Whether the problem and remedy were not clearly perceived by staff or, as is more likely, they rejected any major responsibility for assuring institutional solvency as inconsistent with their role as non-administrators, the effort did not succeed significantly.

The budget crisis has created a modicum of support for several other attempts to organize staff development. Evaluation of the learning process at the college, conflict resolution between staff and student, and management skills have been identified as priority areas bearing on the institution's fiscal status. To date, however, a staff development program featuring these topics has been stalled at the informational level. Efforts to pursue comprehensive planning and implementation are sporadic and haphazard. There is currently some hope that a formal plan for staff development, including these and other elements, will be created by the incumbent president if he is promoted from acting to permanent status.

(3) College Identity Crisis

The complex urban community served by the college continues to create an identity crisis for Gamma, frustrating efforts to consolidate both its form and function. The community is ethnically diverse, socially activist, economically unstable and physically volatile. Evolving an institutional style and mission to reflect and respond to the capricious nature of the community has not only precipitated the frequent administrative turnover at Gamma. It has also hindered the achievement of unity among programs and staff basic to the establishment and maintenance of correlative support, such as staff development.

Contrary to what may be supposed, staff development or similar institutional programs are seldom vehicles for fashioning fundamental organizational structure. On the contrary, staff development appears primarily to thrive and produce palpable and salutary results if the security implicit in sound organizational design is already assured. Staff development can further consolidate existing degrees of unity, purposefulness and precision in addressing institutional missions, but its imposition on an organization which is fundamentally unsettled and confused only contributes to chaos rather than lessening it.

Gamma's identity crisis extends beyond the effort to reflect its service community in philosophy, style and program. It has greater visibility among its sister colleges as a discrete unit in a large urban enclave, and this has also contributed to its turbulent history. For several years Gamma's existence as a distinct, autonomous unit was threatened. The budget crisis, the newness of the college, its special mission as defined by the constituency it serves and its vulnerability resulting from disunity made it a primary target for institutional retrenchment. Absorption by, rather than amalgamation with, sister colleges in the system has been and remains a constant threat. Justifying the need and right to remain independent and self-determining, and staving off an extinction which has more than once come close, has exhausted most of the resources available to successive administrative regimes. Where the efforts of the administration have been insufficient to counter the forces of annihilation, staff members have had to muster all their available reserves to supplement the efforts of leadership. Dissipation of psychic, emotional and physical energy to maintain the sovereignty of the college has left the staff depleted of any capacity to implement or support any program for staff development.

Although an identity of sorts has emerged out of this stormy existence and autonomy has been preserved, the college faces a continuing struggle if it is to eradicate the state of chronic crisis which has characterized its existence. A minimal state of solidarity and security proceeding out of such relative stability is an essential prerequisite for evolving staff development or any other similar programs directed toward institutional growth and reform.

Determining Staff Development Needs

Gross needs in professional development are well known among both staff and administrators. Few educators responsible for professional development programs are insensitive about those major present and future institutional shortcomings which are amenable to treatment through staff development. Nuances within these areas of need reflect both the present disposition

of staff and current institutional priorities: they are the object of administrative concern and of any process of formal assessment.

A committee of staff and students was convened at one point in the college's history to determine these specific needs. The present administration advocates the reassemblage of such a group when the institutional climate becomes such that real productivity might be anticipated. The role of this committee would be to identify and verify areas of general need, periodically to determine priorities more precisely within these broad categories of need, to order the tasks for the program and to prepare an implementation plan.

Faculty would be invited to participate in such a policy and decision-making group but, given current attitudes, the administration holds little hope that this involvement would be willing or fruitful.

Evaluation of the Staff Development Program

No formal process or procedures of evaluation have been evolved at Gamma (not unexpectedly, since there is no real program). An informal system, used primarily to adjust the staff development mechanism, is currently viewed as the only procedure likely to be implemented. The usual role of a feedback system, monitoring the effectiveness of staff development by measuring enhanced personnel performance, would find little acceptance among staff and have virtually no chance of success.

ANALYSIS OF STAFF DEVELOPMENT CASE STUDIES

This section of the report analyzes the case study findings around several critical variables. These include the following: population, needs, role, objectives, program resources, successes and deficiencies, and modifications and futures.

Population

Although discussions in gathering information on the current status of staff development in New York State implied that programs were not limited to faculty, it is clear from the assembled evidence that staff development is fundamentally and primarily faculty-oriented. This is definitely true of the highly organized and substantially funded programs operating on campuses such as Alpha and Beta. It is equally true for the out-of-state Epsilon program. In the other two cases, where programs are less well-defined and less structured, it is more difficult to be as conclusive. The likelihood is, however, that the target population in these cases is also largely, if not exclusively, faculty. This finding should not be viewed as a condemnation of the institutions surveyed. The efforts, both extant and planned, which these institutions are making are in many ways exemplary and surpass both in size and sophistication those of sister institutions in- and out-of-state.

Relatively little palpable evidence of other than faculty development is available, but this does not mean that programs for other staff do not exist. Faculty members share experiences with support staff and administrators with increasing frequency. Both Alpha and Beta encourage this kind of heterogeneity in some of the elements of their programs. Most of the surveyed institutions also run activities for non-faculty which are less formal than those characterizing most faculty development, which involve less fiscal outlay, and which occur with less frequency and regularity. The persons involved in these activities are relatively few compared with faculty, consume far fewer resources and require less planning and scheduling. Activities are advertised and promoted more by word

of mouth between potential participants than through handbooks, posters and widely distributed notices and memoranda.

It is nonetheless true that the principal target of the efforts in staff development at the case-study institutions is faculty; and that it is through the professional growth of this element of staff that institutions primarily seek to assure their future. Within the faculty component of staff, it is usually true that full-time personnel are seen as the prime subjects for development. Within the full-time faculty it is the younger element, less experienced and with fewer credentials, which receives the most intense attention. Age, seniority, rank and tenure, taken separately and collectively, have a significant buffer effect on faculty participation. Resistance to formal professional development often grows in direct proportion to the accumulation of these traditional academic endowments.

Part-time and adjunct faculty are generally overlooked by the staff development program. The degree to which they become involved appears to rise in direct proportion to their total representation within faculty ranks. Where few adjuncts are employed, as at Alpha, little special effort is made to address their specific needs through the staff development program. Where adjunct representation is growing, and especially where it has reached the point that adjuncts outnumber their full-time colleagues, greater efforts are being made to address their unique needs. One common justification is used by institutions which have few part-time faculty members: they are not required to pursue professional growth because, being few in number, rigorous standards were applied in the initial search and selection. This, it is argued, assured a level of competency comparable to or even exceeding that of their full-time counterparts. Those institutions whose personnel is fifty percent or more part-time--an increasingly common situation in the community college--either express desperation over how to motivate and sustain participation, or express confidence in the fact that the qualifications of adjuncts, both as content specialists and teachers, require little enrichment.

The argument that part-time faculty members are more in tune with their teaching field because of their usual employment status outside the college is often a major reason given for requiring less formal on-going professional development of these persons. Their competencies as teachers and educators, although possibly of concern, seem to receive lower priority. Most institutions surveyed, despite reasonable defense, do not deny that the problem of part-time faculty is a long way from being solved.

Need

Staff development, being primarily faculty development in the case-study institutions, is directed substantially to the needs of this group. Needs are generally of two types: maintenance of currency in the content of teaching fields and enhancement of pedagogical skills. Addressing the latter need constitutes the major effort of most structured on-campus development programs. Content competency is left primarily to the individual instructor and, although recognized as an element in a program of total growth, is acquired through continuing work experience pursued concurrently with teaching and during the summer, or through periodic attendance at professional workshops, seminars or courses.

Needs growing out of staff participation in program development on campus, in organizational or institutional planning and in long-range educational reform, are represented to a much lesser extent in the surveyed institutions. Such needs, of course, reflect an expanded role for faculty in both decision-making and implementation as it has effects beyond the limits of individual classrooms. The fact that the needs which address this level of responsibility are not presently reflected in staff development programs indicates (1) the rarity of more inclusive faculty involvement in the larger affairs of institutional life as well as (2) a paucity of appropriate responses to such an expanded role.

Needs are generally established by the individual or group designated as responsible for the staff development program. Determination of specifics subsequently translated into program elements is accomplished in a variety of ways.

Where individual faculty or staff development plans are developed, a responsible administrator guides each person individually in identifying what needs best represent that faculty member's current stage of professional growth and responsibility. The plan also takes into account future needs if the role and function of the faculty member are expected to change. In smaller institutions an administrator at the dean or associate dean level frequently performs this function. At larger colleges, division and department chairpersons often assume the responsibility. In most institutions, regardless of size, the latter persons carry out the day-to-day tasks of clarifying needs in professional growth with their respective staffs, modifying development goals as needs change over the short range, facilitating appropriate responses to identified needs and assessing the rate and extent of progress in satisfying needs. The higher-level administrative role is, first, one of establishing the initial direction and tone of the development plan by conducting a clarification of individual needs early in the academic year with each faculty member; and, second, "debriefing" at the end of the period to ascertain whether the assessed needs were appropriate and the extent to which they were met by the development program. The dean or the dean's counterpart is also frequently the source to whom chairpersons appeal for resources to implement the individual plans of their staffs.

In most institutions surveyed, a Staff Development Committee works in close collaboration with the administrator(s) responsible for the program. This Committee is frequently charged with assembling a master list of development needs from staff at all levels; determining which needs are of general and universal concern to the staff; planning and designing in-house activities in response; and promoting and recruiting the participation of staff. Such Committees also review individual staff requests in order

to recommend or even allocate funds to underwrite their cost. Faculty development committees are usually composed of a representative from each division (or department), with the administrator responsible for staff development either chairing meetings or participating ex officio.

To reiterate, the needs of staff development in the surveyed institutions are primarily of two kinds: personal and professional. Professional mission and ethics, motivation, goal clarification, self-actualization and job satisfaction are examples of needs addressed largely at the personal level of development. The identification and resolution of these needs are normally sought through regular one-to-one dialogue between staff members and their department, division, and college-level administrators. Personal development needs of a more universal nature, such as drug abuse, discrimination and assertiveness, are frequently identified by the staff development committee through surveys or the direct requests of staff and are addressed by special workshops or seminars. The latter often employ outside experts. In rare cases the services of counseling personnel are employed both to elicit clear statements of personal need and to prescribe appropriate therapeutic responses.

Professional development is usually synonymous with instructional development and includes the previously discussed areas of content and pedagogical competency. Again, needs in the latter category are the principal focus of collective and individual pursuits of professional development. Most needs related to content competency elude treatment through structured on-campus activities and are left to individual staff members to identify and to resolve, usually with their division and department supervisors.

Beyond the personal and professional levels described, needs are neither generally sought nor addressed. Nevertheless, the case-study institutions recognize that by restricting programs to these two basic

levels of need, staff development cannot have the impact which a pervasive approach might assure. Several, notably Alpha and Beta and the out-of-state Epsilon, are placing these needs and their corresponding program responses in a framework of much greater complexity. This framework involves levels of need and activity for all staff, levels which reflect the larger organizational and educational dimensions of institutional concern and responsibility. The case-study institutions consistently recognize that, although the personal and professional levels of staff development are basic and essential, they address needs insufficiently universal to assure the competency of present and future two-year college staff. Most institutions have a plan for identifying and addressing these higher-level and more inclusive needs. However, most are currently struggling just to achieve the minimal benefits of a rudimentary program, cost being the primary barrier to expansion.

Role

Staff Development at the case-study institutions, because of the overwhelming commitment to faculty, is primarily to maintain growth in the knowledge and skills of individual teaching fields and to promote personal development as it relates to the individual and collective roles of faculty members within the institution. A larger role encompassing all staff--administrative, teaching and classified--is desired and mentioned but, to date, remains largely a long-range goal rather than a reality.

There is no question that the current period of retrenchment at every level of education gives impetus to an expanding role for staff development in these institutions. This is in keeping with national trends. Learner populations are dwindling or, at best, being stabilized through increasingly intense recruitment and promotional inducements. Staff turnover has slowed to a trickle. Yet the need to maintain a staff whose knowledge and skills assure optimum expertise and institutional flexibility

rises even faster than population and income decline. Thus, staff development emerges as the major mechanism, often viewed as a panacea, for maintaining the creative, inventive and flexible qualities which, it is hoped, will assure the future of the institution.

Objectives

Although each institution develops specific objectives for each of its various activities for staff development, the major objectives cannot be differentiated from the two principal roles: promoting personal growth and assisting competency development in the subject matter and the skills of teaching.

Minor objectives in each program are: to promote staff responsibility for identifying individual needs in professional growth, to chart some course of specific activity in order to achieve the desired growth; and to implement the plan through a combination of personal effort and institutional support. Two goals related to these, although seldom formally expressed, are the evolution of heightened levels of individual responsibility for sustaining professional growth and the revival of the educator's ethic on which such activity is predicated.

Program

Although staff development manifests itself in many different forms of individual activity among the case-study institutions, the basic programs are remarkably similar in both structure and content.
The major components are:

1. In-house workshops on staff development
2. Course work related to teaching field, administrative role, etc.
   -tuition reimbursement where SUNY institutions are attended
   -college subsidy often available for work done outside SUNY
3. Attendance at professional conferences
4. Proposal development

5. Curriculum development or revision
6. Internal committee work related to institutional programs or governance
7. Travel related to teaching field.

Individual participation in the staff development program is voluntary in most cases, although indirect or direct administrative fiat frequently adds a measure of coercion. Staff members are increasingly involved in determining both the general content and structure of the program and their own individual roles as participants. Assessments, formal and informal, are often conducted so that program activities will express the felt needs of staff. Staff development committees, with representatives from each of the institution's major program areas, link consumers and planners more directly. Such committees have some measure of control over the use of resources allocated to staff development.

The plan for individual growth is coming into more widespread use nationally. It is represented in at least two of the case-study institutions. This vehicle provides staff members with a structured approach for identifying and satisfying their needs in professional development; and it lends continuity to the effort over a significant span of time. Guidance is usually provided by administrative superiors in evolving a plan of sought-after benefits. The collective content of individuals' plans provides the institution with an overview of need as perceived by staff and an assessment of how staff feel these needs can best be addressed. Thus the plans, as well as being guides to individual staff members, are valuable sources of information to administrators of programs for staff development in establishing the mission of, and planning, a college-wide program.

Incentives for participating in staff development vary widely. Where traditional rewards such as promotion, salary increases, tenure, etc., exist there is an obvious and strong tie between participation and the

award of professional benefits. Where such rewards are dwindling, or are no longer sufficient to motivate involvement, alternative means are being sought. In some instances this search is fraught with frustration and failure. In others, because of the personalities involved and the amount and kind of effective persuasion which can be mounted, reasonable response has been elicited. "Dry" promotions are frequently employed as an incentive, many staff members feeling that improving rank, even without a concomitant salary raise, is better than stasis. And there is always the outside chance that improved ecomomics in the future will allow monetary rewards in proportion to the promotions received.

Regardless of the capabilities institutions have retained to reward cooperating staff in traditional ways and despite the evolution of partially effective surrogates, there is a widespread belief among the case-study institutions that the sense of "professional responsibility" which used to, and should still largely, motivate staff to participate in professional growth must be rediscovered. Such an expectation appears to be both an expression of a genuine yearning to reinstill the "Mr. Chips" spirit and a desperate move to discover and foster a cost-free incentive for collaboration.

The problem in believing in and relying on these means of motivating professional growth is twofold: first, the mythical nature of "Mr. Chips" as characteristics when applied to an entire professional group; and second, the limited potential of such a single force, even if it were widespread among staff, to be the principal incentive for long-term commitment to professional growth. It seems unduly idealistic to believe that, among educators generally, professional responsibility will ever again (if it ever was) be the primary motivation for pursuing growth. Even if a degree of success were achieved in this direction, the realities of contemporary life, both in and outside the professional context, would prevent ethics alone from providing the sole or even the main impetus for participating in a program for professional development.

Resources

Where substantial staff development programs exist at case-study institutions, equally substantial resources are available to fuel the program. Alpha, Beta and Epsilon all have made major investments in personnel, time, facilities and money to assure the success of their programs. The cost of staff development is one of the major concerns voiced by those charged with its responsibility and is frequently identified along with staff motivation as one of the principal impediments to implementing and sustaining a successful program.

Practical realities dictate that the cost of staff development is necessarily high. In times of economic cutbacks, investment in what has in the past often been viewed as less than essential may appear unjustified or impossible. Allocations for its support will undergo revision to the extent that institutions rethink the mission of staff development in the light of contemporary education and as priorities are adjusted to reflect its essential and integral role both in current institutional effectiveness and future survival.

If the staff is the lifeblood of an institution, and this is true at least as much in schools as in offices, factories or hospitals, its skills and competencies should take precedence over every other consideration which makes major economic demands. A resourceless program is an ineffective program. Those institutions which rely on goodwill and the ephemeral good intentions of providers and consumers of professional growth will suffer the inevitable consequences of neglect.

Successes and Deficiencies

The case-study institutions, with the sole exception of Gamma, make claims for reasonable success in their programs, although no distinct nor thorough methods of assessment are employed at any site. Where a personal development plan is used, opportunities do exist to determine

whether a staff member has participated in projected activities. Where there is any personal follow-up with staff members, at least a subjective analysis of the extent to which the personal regimen has addressed need is also available. However, the extent to which needs' satisfaction manifests itself in the daily work of staff members, the specific performance of learners or the overall improvement of institutional process often eludes assessment.

Most institutions feel that evaluating interventions such as those which constitute professional staff development do not merit the resources they would consume. It is frequently pointed out that staff development is only one variable among the multitude potentially influential on the performance of staff and students and the realization of the institutional mission. Many of these variables are unknown and uncontrollable. There is no way of knowing whether these variables alone, some of them in combination with the treatment of staff development, or treatments alone, are the principal cause of observed modifications. Correlations such as those between learner-performance and some related treatment for professional development are generally viewed as unreliable for evaluating the success of that specific treatment. Success may seem to be related, but it is not necessarily the treatment itself to which the effect can be attributed.

If success is not immediately registered, it may be that professional development produces measurable effects on learning outcomes in delayed or non linear ways. If long-term benefits become the focus of evaluation, the intervening time and events permit entry of a huge number of known and unknown variables, none or all of which may affect results. The extent to which professional development contributes to any observed change thus becomes increasingly indeterminable.

Measuring the success of programs for staff development is, as a result, a highly unrefined and undefined procedure. Evidence of the use of available or offered opportunities to grow professionally is one criterion of success. Exposure to potentially beneficial experiences, it is held,

inevitably has positive results. The number and variety of these experiences over time provide an increasing assurance that major benefits are accruing.This largely quantitative assessment is supplemented by the subjective contributions of staff, either through a yearly "debriefing" on the merits of a pursued plan of action or through more casual discussions with or observations made to supervisors, staff, or students.

On the whole, case-study institutions, based on their current methods of program evaluation, attribute at least limited success to what they are presently supporting as professional development. The results may not be spectacular; but it is the opinion of most that, without the current effort, things would be much worse than they are in teaching proficiency, learner achievement and the overall viability of the institution.

Deficiencies are more often identified in the resources available for staff development, its effective packaging and delivery, and ways of motivating staff to participate, rather than in terms of program results. Greater resources are universally cited as a requirement for strengthening programs. Additional money, however, is not the sole commodity sought. Time is often given equal emphasis with, or even precedence over, money. Release from traditional responsibilities, so that staff development can be accomodated within the normal professional day, is frequently sought. Other resources in high demand include both full-time staff and special consultants who have professional as well as personal qualifications; and the power and time to facilitate the professional growth of individual members of staff.

Packaging and delivering staff development in ways that are attractive to personnel and which stimulate interest and participation are of widespread concern. As consumers, staff members require that both the content of programs for professional development and the way it is presented should complement their felt needs and have real potential for

direct benefits of a personal and professional nature. This "consumerism" concern directly reflects perceptions held by program administrators and the personnel to whom programs are directed that both the content and the presentation of traditional offerings no longer capture the imagination and commitment of staff. A glance at several years of workshop offerings at most institutions reinforces the impression that there is much redundancy in topics, presenters and presentational styles utilized in this mode of staff development. The argument that a core of basic workshops should be repeated from year to year not only to give existing staff members a chance to attend each one in an individually prescribed order but also to provide new staff members with some pedagogical basics which may be missing from their repertoires is not as sound as in the past. With little new blood and a staff which remains largely constant in numbers and individuals, the saturation point of the standard workshop curriculum has been, or is close to being, reached. Staff members see much of what is offered as "more of the same," not only devoid of further personal or professional benefits, but dull, simplistic, unimaginative and, in some instances, demeaning as well.

Participation may be more highly motivated by (1) providing resident or special resource-personnel; and (2) through creative efforts to address needs, whether new or old, in ways which excite the intellectual appetites of staff, elicit real enthusiasm and precipitate both dramatic involvement in the program itself and effects in <u>everyday</u> staff roles and functions. A staff development which is more than just faculty development can in itself motivate the fuller and more genuine participation of all concerned. Being singled out for special treatment, a view which faculty often and justifiably holds, does not promote the most ardent devotion to professional growth. Deficiencies are not the exclusive property of faculty. An administration's efforts to improve its own role and function can frequently set an example which mollifies faculty and reduces the need to seek artificial or bizarre ways of motivating the faculty's participation.

Finally, the sense of professional responsibility noted earlier, which many feel is the essential element in any matrix of incentives, needs to be better understood and to become the object of more effective appeals. Despite the fact that its role in motivation is frequently overemphasized, it should, in most educators' opinions, have a far greater influence on staff commitment to professional growth than presently seems to be the case. The danger in ascribing too much significance to this one factor is that institutions may thus shirk their responsibility to invest substantial resources in staff development. Regardless of the strength of this inner sense of responsibility, little will be accomplished in professional growth if the basic predisposition is not nurtured through major and substantive facilitation.

Institutions should appeal to that sense of professional responsibility latent in some measure in every staff member. At the same time they should demonstrate unequivocal support by providing the resources through which this ethic will flourish and produce positive results in observable performance. A decline in acknowledging its presence and reductions in support by which to sustain it may be the very factors which have dulled the sense of professional responsibility in many staff. Reversing these trends may revive it as a significant source of motivation for participating in staff development, as well as in a host of other roles where growing professional apathy appears to be weakening the traditional results of education.

Modifications and Future

All of the colleges surveyed sense that what is being done in staff development is insufficient to meet current needs and certainly not enough to respond appropriately and adequately in the future. Consequently, a number of efforts are common to each setting: (1) to consolidate what is current; (2) to plan for near and distant futures; (3) to place the present effort in that larger context; and (4) to organize institutionally in order to assure that steady progress is maintained toward achieving

staff development's projected mission. One characteristic common to each institution's planning effort is the movement to place staff development in the context of program planning rather than in the current contexts of personal and professional development. More advanced planning, evident at Alpha and Beta in particular, further enlarges the context by casting staff development as a major element of organizational or institutional planning.

These modifications are not arbitrary. On the contrary, they reflect the direction in which the concept of staff development has been evolving both in the minds of its theorists and in the applications of its most advanced practitioners. Such a movement is designed not to ignore, play down, or bypass the personal and professional needs of staff and the frustrations of mounting an effective program in response. Rather it is surmised that by placing efforts in this larger context they will develop greater significance for individual participants. Further, they will yield infinitely richer benefits for the entire institution by maintaining a more creative, vital and flexible response to its service constituency. If individual staff members perceive their own growth in relation to program planning and organizational change and, as a result, become instruments in these processes, they will be more likely to make real efforts to assure results for them and their college than is the case for the current, more limited focus. When the entire institution, even education itself, is seen as a dynamic, constantly changing organization within which everything and everybody is continually growing, staff members will better understand, appreciate and support their individual programs for development.

Industrial psychologists learned long ago that assembly-line workers lost motivation, enthusiasm and productivity when their knowledge and activity were confined to the small routine tasks which constituted their particular contribution to the final product. Major efforts to educate workers about their essential role in the whole operation resulted in

dramatic improvements in both attitudes and performance. Education would profit by reflecting on such innovations in much of its staff development activity. Staff members' willingness to maintain functional vitality through professional growth will depend on the extent to which they understand and contribute to the entire organization and clearly recognize the essential nature of their individual contributions.

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CONCEPTUAL MODELS OF STAFF DEVELOPMENT PROGRAMS

A Critique of Existing Models

Staff development, as noted on several occasions in this report, is seldom treated by most institutions in a fully comprehensive manner. Evidence for this is stated or implied in the literature, and is reinforced by observing development practice in a variety of two-year institutions. There is, however, widespread agreement on the desirability of comprehensive development and most institutions are making real efforts to achieve it. The problems that beset its growth and hinder the attainment of benefits are documented here and elsewhere. Although limiting factors such as budget constraints, retrenchment, population decline and general social apathy take an inevitable toll, guidance from the experts for evolving comprehensive programs for staff development from whatever rudimentary elements exist is not abundant. The purpose of this last section is to start to bridge this gap by suggesting the design of some tentative conceptual models which may ease the endeavor.

Those models that do exist for comprehensive programs for staff development draw on the various partial approaches and suggest ways these can be corrected in order to create a more integrated and pervasive effect. Institutional change is the usual goal of most comprehensive programs for staff development. The institution exists to facilitate the maximum development of its students, and staff development is a major way to achieve this general educational mission.

One general model for such a program, attributed to David Cox of Broward Community College in Florida, is shown in Figure A. Since student development is the central concern of education, the circle which represents it is placed in the center of the model. Program Development, which includes curricular and instructional development, occupies one angle of the triangular construct. Organizational Development, including development of management and decision-making process, is placed in the other. Staff Development, defined as the growth and change of staff members, is

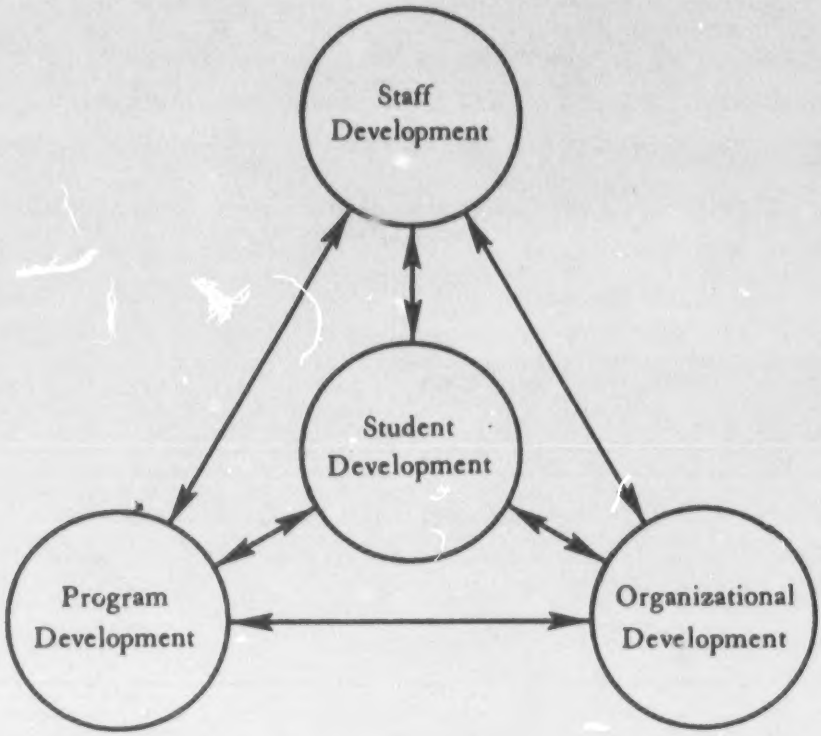

Figure A

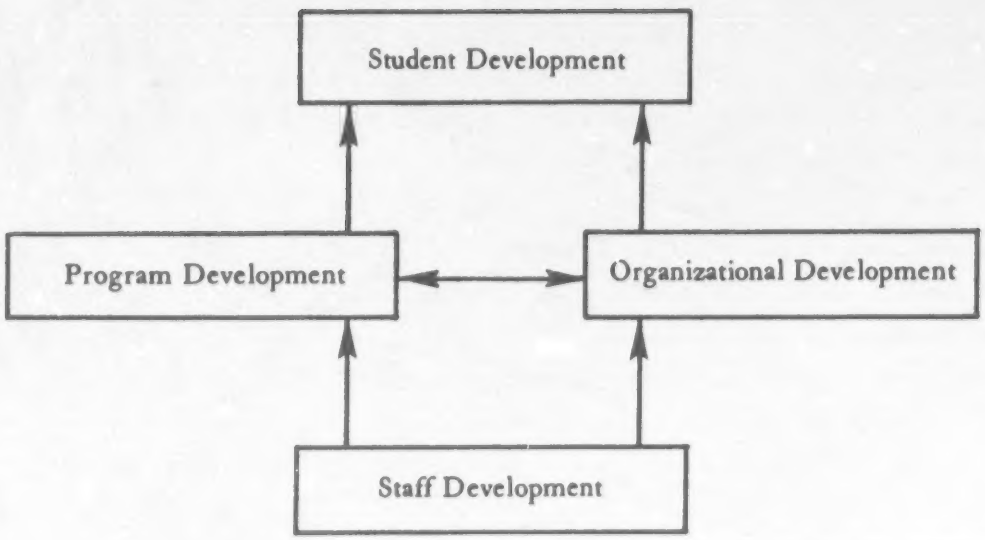

Figure B

placed at the apex. All are fully iterated, signifying that changes in one area bring about changes in the others. Staff development, therefore, does not operate in a vacuum but is intricately tied to all other efforts by the college to fulfill its mission--to serve students better.

The problem with this type of conceptualization is that staff development appears to occur outside student, program and organizational development, although tied to them. The literature review cited various approaches to staff development and it is not clear how a staff development program which consists of several of these approaches operating in close association would fit into the model. If staff development, for example, is in one of its aspects program development, than how can it occur in a context removed from the latter activity? If the goal of staff development as program development is as much to benefit the instructional fabric of the institution as to enhance the specific skills and competencies of participating staff, then how can the two processes be pursued other than coterminously? Staff development has to be "in" program development and program development has to be "in" staff development if a truly reciprocal effect is to be created and sustained.

The same can be said for organizational development and its relationship to staff development. As long as they are distinct and disparate, the benefits accruing to each separately are not likely to equal the benefits potential in their union.

The variation of this model shown in Figure B, making staff development the primary source of institutional change, besides being presumptuous, creates even greater disjunctions between the various forms of development. Even though staff development may be the most potent force behind institutional change, it does not occur in isolation from other formative activities and does not dictate to them. The relationship between the development efforts portrayed in Figure A at least assures constant articulation and adjustment among them and allows the possibility of

some significant measure of interactive benefits. Figure B provides for no such feedback, let alone any real union among the various activities in development and the program for the professional growth of staff.

In examining both of these models, the enquiring observer immediately asks what "staff development," as a separate entity, consists of. If staff development has possible personal, professional, instructional, curricular, program and organizational foci, then appropriate contexts for these foci have to be provided. Program Development and Organizational Development are, however, separate activities and, at least in Figure B, they follow staff development in a linear fashion. It follows that the authentic curricular, program, or organizational contexts in which these modes of staff development occur are rendered inaccessible.

As a consequence, the construct limits staff development to personal and professional development. Since these are the most frequently encountered modes of staff development in the colleges and are traditionally associated more with faculty than any other personnel group, Figure B seems to do more to perpetuate the status quo than stimulate comprehensiveness and universality in the development program. The limitations of Figure A have already been noted, the disjunction portrayed between the various domains of development being its most obvious defect.

To address such deficiencies, which appear common to most of the models for comprehensive staff development reviewed for this report, certain assumptions are required. These are derived from a consensus between the literature and authorities in the field on what should underlie any staff development program. Principal among these are the following:

1. Student development is the major concern of education and, therefore, the central theme of its mission. Educational development, then, is to be seen as that growth and change of the entire educational enterprise which facilitates excellence in its response to student needs.

2. Staff, being at the heart of the educational enterprise's delivery system, have primary responsibility for carrying out its mission. Staff development is therefore the primary institutional mechanism for facilitating the process of educational development (change).

3. The individual member of staff is the fundamental constituency which staff development addresses.

4. The continuing development of the individual member of staff as a person is basic to the successful achievement of other levels and kinds of development. Personal Development is, consequently, at the core of the process of staff development.

5. Professional Development of staff is a continual process in which the active and the latent capacities of staff members, as related to their professional functions, are fashioned into job-specific competencies.

6. Personal Development and Professional Development have the growth of individual members of staff as their focus.

7. The Curricular Development context for staff development aims at developing the competency of individual members of staff as it relates to the content and structure of the institution's organization for student learning.

8. In a Program Development context, the focus of the individual staff member's growth is on the dimensions and mechanics of planning, designing, implementing, evaluating and maintaining the institution's organization for student learning.

9. In Curricular and Programmatic contexts, staff development has as its principal focus the growth of staff competencies as they relate to the major organization through which student needs are served by the institution.

10. Organizational Development provides the context in which the competencies of individual staff members--as they relate to the complexities of the entire institutional system--are developed. The foci of this element of the staff development program are: the interrelatedness of its parts, its articulation with external systems and, in particular, the communication and decision-making process which unify it.

11. The Educational Development context for staff development fosters competencies in individual members of staff which relate to the educational enterprise at large; and particularly the social, economic, political, psychological and philosophical factors which shape staff development and assure the attainment of its mission.

12. The Organizational and Educational Development contexts for staff development elicit competencies in individual members of staff which relate to the maintenance and growth of a complex matrix of both the specific institution as well as education at large.

13. Staff Development, therefore, involves three distinct perspectives from which the growth of individual members of staff is viewed:
    a. The development of competencies primarily related to the growth of self (Personal and Professional Development).
    b. The development of competencies primarily related to the growth of their institution's ability to deliver education. (Curricular and Programmatic Development).

c. The development of competencies primarily related to the growth of their institution's systematization and that of the entire educational enterprise which contains it (Organizational and Educational Development).

Preliminary Designs for New Conceptual Models of Comprehensive Staff Development Programs

As a result of assessing the current status of staff development through the literature, through the findings of descriptive studies and through interpretation of the conclusions of the Rand report, the characteristics for some basic conceptual models of staff development begin to emerge. The following elements appear to be fundamental to an ideal program for staff development and, therefore, to the evolution of such a model:

1. The recipients of staff development include all categories of personnel having any role, direct or indirect, in the conduct of the institution's mission.

2. Staff development's primary mission is to assure a continual implementation of reform in keeping with changes in comprehensive goals in education (whether determined nationally, regionally or locally).

3. The major goal of staff development is the modification of the knowledge, values and skills, of individual members of staff, in order that they might participate most effectively in both quantitative and qualitative reform.

4. A major objective of staff development is to involve staff in decision-making, implementation and evaluation at every possible operational level of the institution; and to develop corresponding competencies in staff members to assure the excellence of their contributions.

5. The fundamental process of staff development involves staff in increasingly sophisticated growth over time; each experience recasts individual development in more complex educational contexts.

6. The critical assumption underlying comprehensive staff development is that the development of the individual remains the program's focus, regardless of the context in which growth is experienced.

7. A fundamental strategy in evolving a program for staff development requires that a predetermined degree of achievement be reached at each level of development before the program advances to the next highest level.

   A corollary to this strategy requires that individual members of staff in the development program reach a certain degree of competency at each level of the program before proceeding to successively higher levels.

8. Levels of staff development activity, in order of the complexity and sophistication through which a program progresses, are:

   1. Personal
   2. Professional
   3. Curricular
   4. Programmatic
   5. Organizational
   6. Educational

   Each level subsumes preceeding levels, placing lower-level development in the context of successively wider educational scope. Some activity at each level is a prerequisite to initiating the next level of activity.

9. Transition from a lower to a higher level of staff development, rather than being sudden, is a process of graduated steps

determined by three covariables: staff readiness, institutional need, and the availability of resources.

10. Resources for staff development are proportional to the level at which the program is functioning. Moving from a lower to a higher level of activity requires the commitment of additional resources. Conversely, moving from a higher level of activity to a lower frees resources. Although the demand for particular resources within the resource mix may fluctuate, continued input is required to maintain the level of activity of a specific program once it has been attained.

11. A variety of resources is required to sustain programs for staff development. This resource mix includes not only traditional resources such as time, space, facilities, money and personnel, but also a full range of emotional, psychological and psychic resources.

The Concentric Model for Staff Development

One simple way to model a staff development program which would satisfy at least some of the foregoing characteristics is to use a set of concentric circles (Figure 1). Each circle represents one of the six levels of activity:

1. Personal
2. Professional
3. Curricular
4. Programmatic
5. Organizational
6. Educational

Each successive circle encompasses the inner set, thus satisfying the criterion that each level of activity should subsume all lower levels. The radius of each circle represents the magnitude of total activity in the program to that point in the program's development, the center of the circles being interpreted as zero activity. Thus, OA designates the magnitude of the total program when it has reached the third level of activity. OB is the magnitude of the total program at level 4. Differences between radii become measures of the relative magnitudes of programs, a program at activity level 4 having a magnitude AB greater than a program at activity level 3. If level 3 were already operating, AB would represent the increment in program magnitude required to move from level 3 to level 4. Since resources are proportional to program magnitude, these radial measures represent magnitudes of the resources which must be committed at each level of activity as well.

The concentric configuration places personal development at the core of staff development. It also relates both personal development and each level of activity through which development subsequently proceeds to the ultimate mission of the entire program: inculcating in individual members of staff the competencies essential for participation in the continuing educational reform of their institution.

The Concentric Model For Staff Development

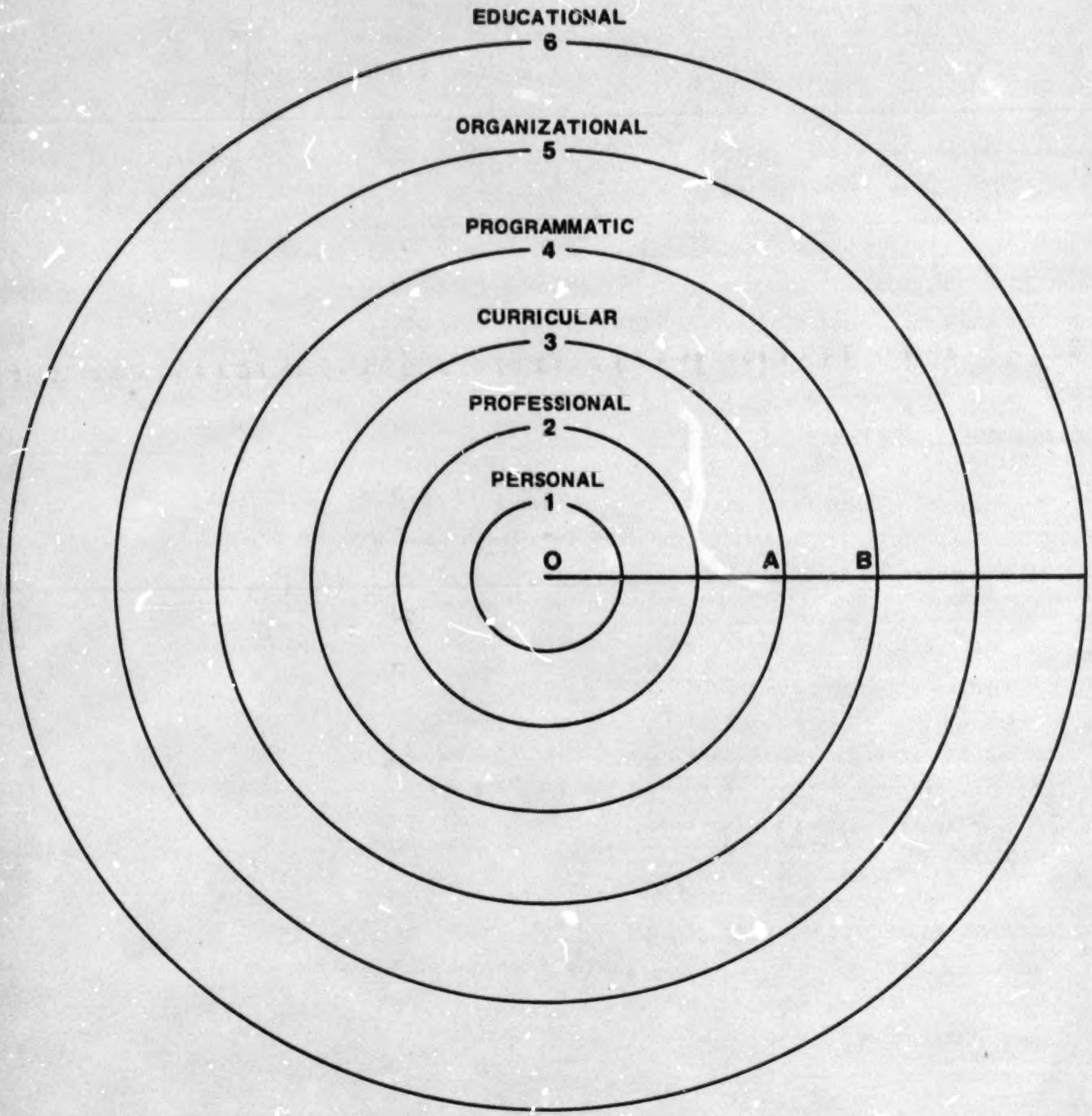

Figure 1

Although symbolically descriptive of the characteristics of many programs for staff development, the simple concentric circle model fails to deal adequately with the growth by which programs expand from lower to higher levels of program activity. A refinement of the model is therefore necessary to address this deficiency.

The Spiral Model for Staff Development

The configuration of concentric rings is reminiscent of the model devised to represent the Bohr-Rutherford concept of the atom. Taking a number of liberties with this model (e.g., the concept of nucleus is not used) suggests a "second generation" model. The basic set of concentric rings continues to represent the six levels of activity in staff development. Other implications for staff development conveyed by Figure 1 persist. However, by using symbolism from the atomic model, a specific level of energy or activity may be assigned to each of the circles.

As electrons must absorb energy to move from a lower to a higher level of activity, so staff development must absorb resources to move from a lower level of program activity to a higher. In keeping with the Bohr-Rutherford interpretation, it is likewise true that, if the activity of staff development reverts to a lower program level, resources, like energy emitted by the atom, are dispersed.

In figure 2A, if a program for staff development is to move from activity level 3 to activity level 4, or from any lower to any higher level, resources will be absorbed. These resources must continue to be provided to maintain the new level, or the effort will deteriorate to a lower level of activity.

The Spiral Model For Staff Development

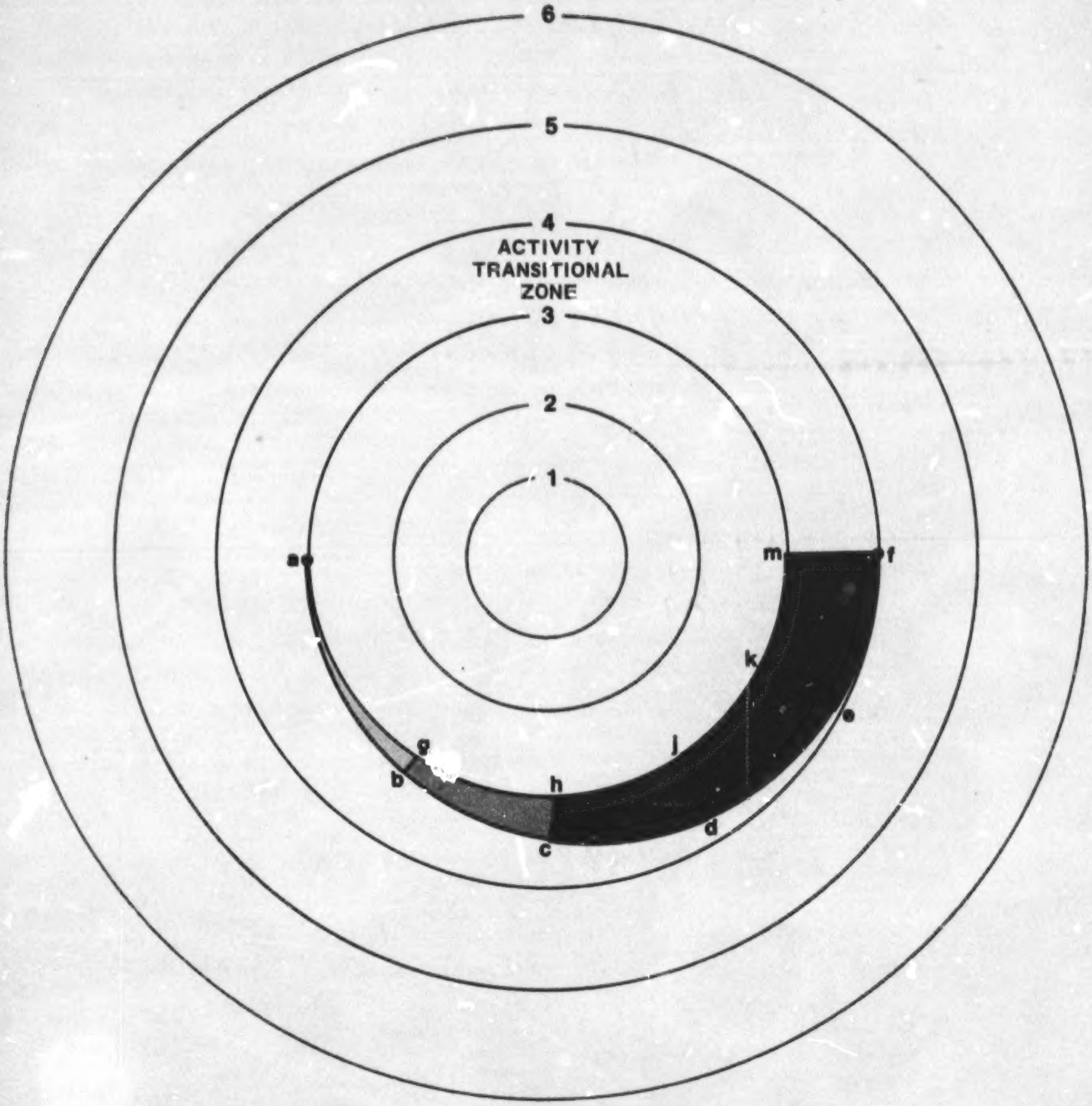

Figure 2-A

The Bohr-Rutherford model assumes that discrete units of energy are absorbed or emitted when electrons change energy levels and that the electron movement from level to level is instantaneous rather than gradual. This phenomenon, being both unlikely and undesirable in the case of changes in activity in programs for staff development, suggests the introduction of an original construct to account for the "phasing" which inevitably occurs when moving from lower to higher levels of activity. In Figure 2A, if the expansion is again from level 3 to level 4, the area bounded by the two darker rings representing these levels of activity is denoted the activity transitional zone. It is in this zone that staged changes in the program for staff development must occur if a gradual transition from the lower level of activity to the higher is to be achieved.

In this zone is a hypothetical five-stage transition, schematically represented, through which the program moves in evolving from level 3 to level 4. The transition which begins at a in level 3 ends at f in level 4. The arcs ab, bc, cd, de, and ef represent the duration of each stage or phase of the transition. The straight lines gb, hc, jd, ke, and mf represent the amplitude or magnitude of each phase. The increments in magnitude are represented by the differences in length between any successive pairs of these straight lines. As in Figure 1, the total commitment of resources needed to assure implementation from the beginning to the end of any transition stage is also proportional to these straight lines. The total commitment of resources required to elevate the program from level 3 to level 4 is, therefore, represented by the line mf.

Figure 2A only illustrates progress through a single "transitional zone." A similar sequence of increments would occur between each pair of activity levels as the program grows from its core in personal development to the educational change or reform represented by the peripheral ring. If the arcs defining the outer boundaries of these transitions

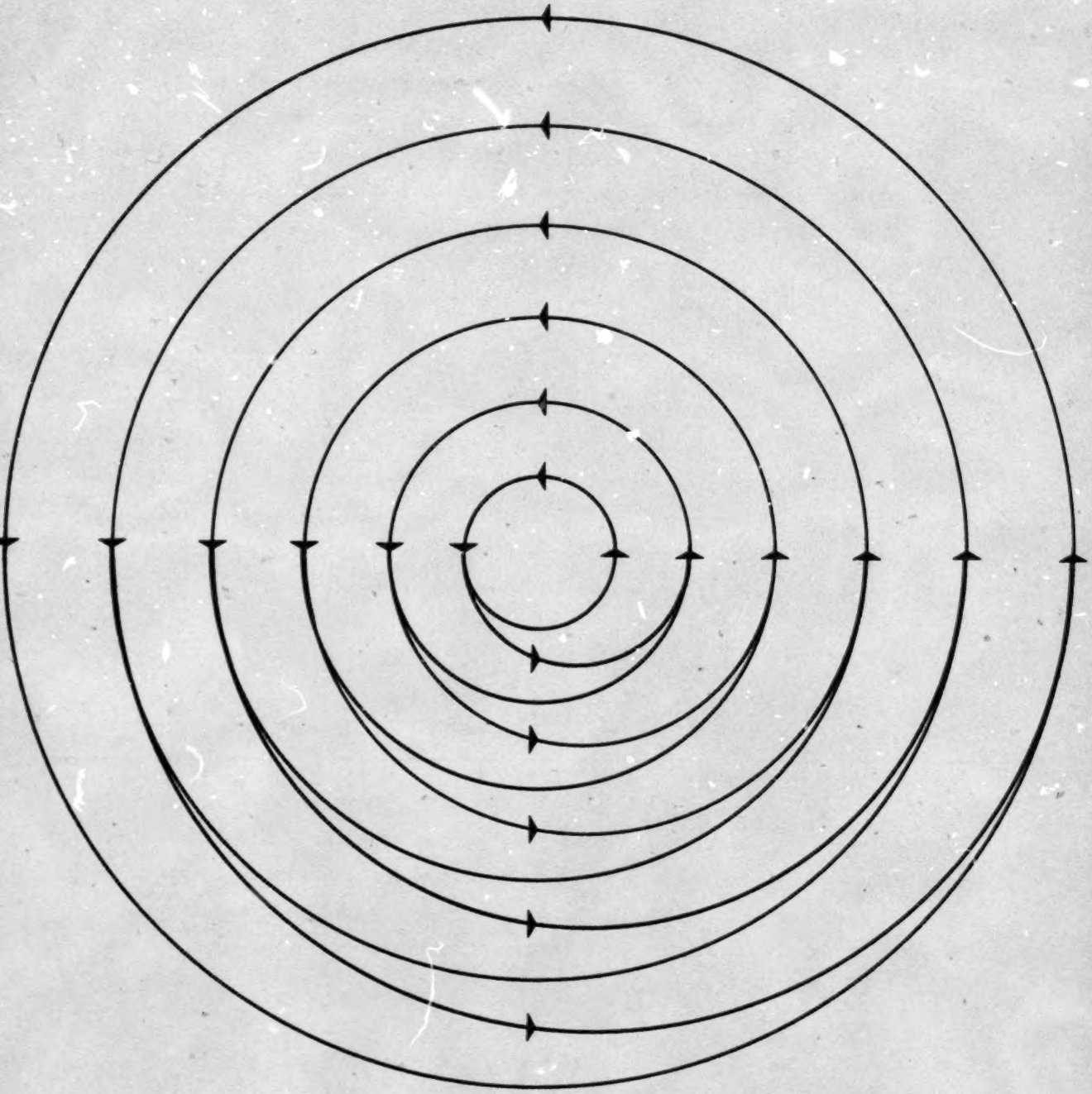

Figure 2-B

are considered together, the configuration which would symbolize growth of the total program for staff development to maturity becomes a spiral rather than a set of concentric circles. Figure 2B represents this configuration. This spiral, being a continuous curve, conveys the evolution of an attempt at staff development better than the set of discontinuous concentric circles. The major shortcoming of Figure 2A was, in short, that it did not allow for intermediate stages of growth between activity levels but implied quantum leaps from one to another.

One major deficiency in the Spiral Model (2B) is its inability to portray several levels of activity in staff development happening at the same time. Lower levels of activity, of course, are assumed to be functioning continuously even though the program has progressed to some higher order of effort. The Spiral Model also assumes that the development foci of lower levels of activity are successively redefined in terms of the more sophisticated, higher levels of activity.

However, the reality of functioning programs of staff development is that moderate activity of a higher order may occur when the major effort of the program is operating at a considerably lower level of activity. Also, the magnitude of activity among the six levels at any point in time during the program's evolution may change. At times, several activity levels may be pursued simultaneously with equal magnitude of effort. At others, these ratios may change to favor one mode of activity to the exclusion of the others. Levels of activity may actually shrink or grow in comparision with magnitudes established earlier as the program evolves through successively higher levels.

The concept of "activity transitional zones," used in the Spiral Model, suggested use of a further concept, that of the activity zone; and the evolution of a third generation model which employs it.

The Activity Tree for Staff Development

In Figure 3 the concept of the activity zone is used to transcend some of the limitations of the previous models, while maintaining the basic conceptual statements that they make concerning the assumed characteristics of an ideal program for staff development.

The "Activity Tree" ceases to employ the linearity of concentric rings to represent levels of activity within the program. Instead, the areas between the rings designate a sequence of activity zones corresponding to the six original levels of activity. The impetus to use areas rather than linear elements in order to portray activity came from a consideration of the "activity transitional zone" in the Spiral Model. There, each of the graduated shaded areas defined by arcs (duration of transitional stage) and straight lines (magnitude of efforts) could be used to represent the actual and substantive activity at each transitional stage. Thus, in figure 2A, gbch might designate the second of the transitional phases through which the program passes in moving from activity level 3 to activity level 4. Areas, therefore, have a use in symbolizing the major levels of activity themselves in a third generation model and, in so doing, perhaps help to overcome limitations inherent in the first two.

Figure 3, although preserving important ties to the two previous models, represents the form and growth of the program for staff development from a different perspective. Basically the model portrays time on the vertical axis and magnitude of activity on the horizontal axis. Time reads from bottom to top, while magnitude of activity increases to either the right or left of the model's central vertical axis 00'. The intersection of the latter with the bottom time line at 0 represents zero program at zero time. A line or branch radiating from this point describes the evolution of a particular activity having its origin at the program's beginning. Lines or branches representing activities beginning at other than zero time have their origins located on time lines at the point that

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The Activity Tree For Staff Development

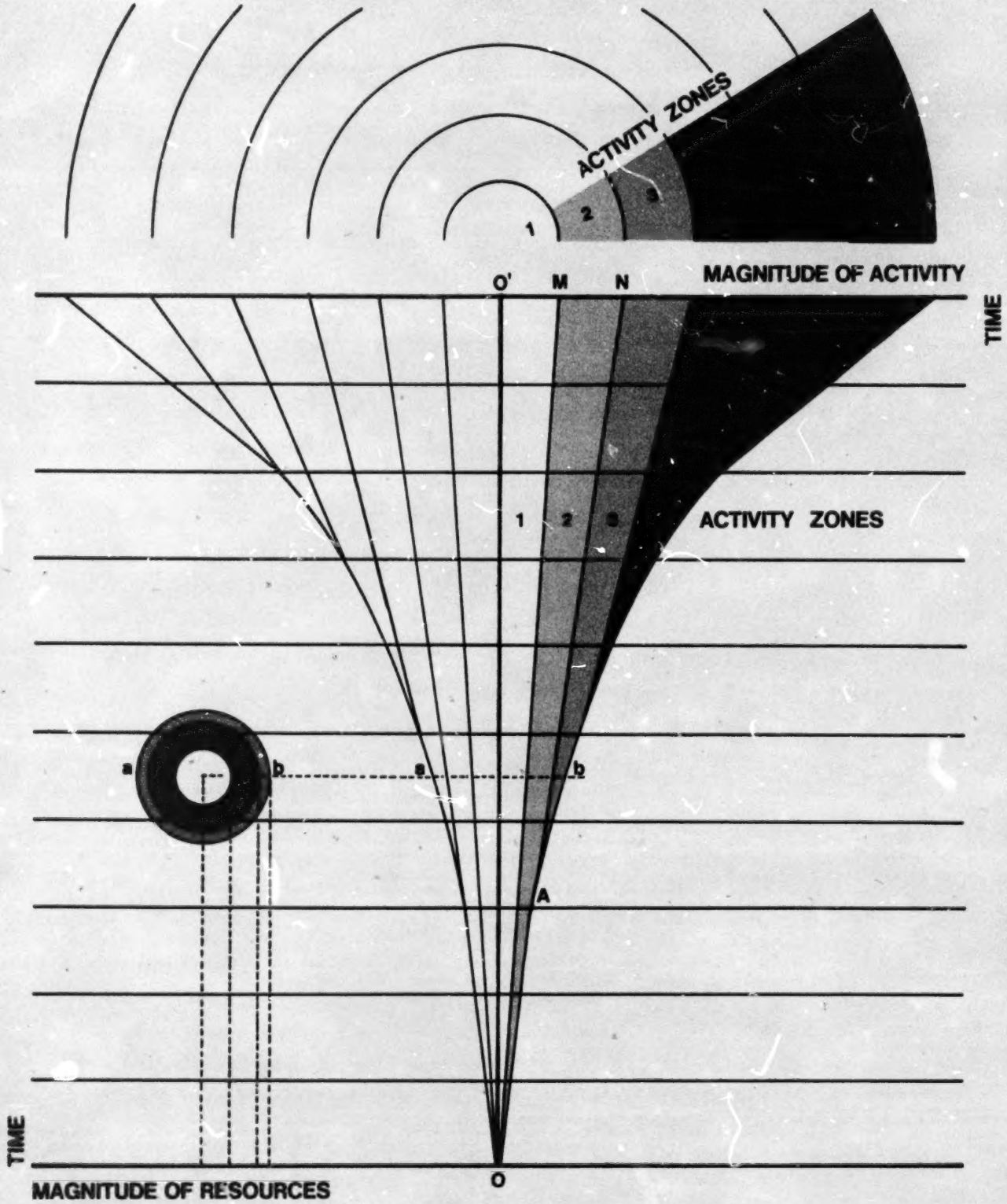

Figure 3 112

activities first appear in the course of the program's development. The shape of each line is determined by intersections between successive time ordinates and selected measures of the magnitude of activity at these respective times. (Vertical lines designating the magnitude scale have been omitted from the grid to clarify the model.)

Thus, branch OH describes the growth in magnitude of the element of Personal Development, from the program's beginning to the point in time when the total program reaches some selected maturity. Similarly, branch AN describes the growth in magnitude of the program's Professional Development component, from the time when that activity is slated to begin to its relative size in the mix of activities which constitutes the projected mature program. Shaded areas between these activity lines or branches are profiles of activity zones, 1 being the zone of personal development, 2 being the zone of professional development, etc.

A section through the Activity Tree at the point of program maturity is shown above it. The activity zones in the plan are numbered to correspond with their profiles and the original levels of assumed program activity. The tie between the Concentric and Spiral Models is established by this section.

A section, ab, of the development program taken at an earlier state of maturity is represented to the left of the main Activity Tree in Figure 3. Here, the advantages of this model over its predecessors become clear. At the point in time represented by the ab section, three levels of activity are operating together - personal, professional and curricular. The activity zones corresponding to each level are again represented by the shaded areas. Each activity operates at a magnitude designated by the width of its respective zone. Projections of these widths on to the horizontal axis, scaled to represent magnitude of resources, provide a measure of the commitment of resources to respective activities at this particular time in the program's evolution.

Activity branches need not be straight as shown in Figure 3. Their configuration is determined by connecting points which define the magnitude of activity at specific points in time and, therefore, is not necessarily linear. Nor do these lines necessarily diverge with the passage of time; as they do in the hypothetical case of Figure 3. The possibility that an activity's magnitude may lessen with time, after reaching a peak sometime before program maturity, is strong in the real world of the growth of staff development programs.

The Activity Tree, as a model for the evolution of an ideal program for staff development, is fundamentally consistent with the characteristics presented at the beginning of this section. It can be used to plot the present status of an institution's staff development program as the basis for an analysis of the adequacy of current effort. It can likewise be used to design future activity beginning at any time or at any achieved level of program sophistication. Scales (of time, magnitude of activity and magnitude of resources) can be selected to suit particular institutional needs. The availability of resources, rather than magnitude of activity, can serve as the basis for determining when a particular kind of activity can begin, the rate of its growth and the extent to which it will have evolved at program maturity.

The Activity Tree transcends many of the limitations of the Concentric and Spiral Models. Particularly, it permits the coexistence of any number of program activities providing that certain prerequisites in each of the lower-order activities have been implemented before the higher-level activity begins. Likewise, the model allows for differing rates of growth and differing magnitudes of activity among the components of the program at any juncture in the program's evolution.

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APPENDIX

STAFF DEVELOPMENT PROJECT

Case Study Interview Outline

1) *Definition of staff development at this Institution?*

From the interviewee's perspective

Lead only as required for specificity.

2) *What activities constitute the staff development program?*

3) *What factors have influenced the growth or direction of the staff development program?*

4) *Do policy or philosophy statements exist which provide a basis or support or direction for staff development programs?*

5) *Which individuals or groups of individuals internal and external have been influential in developing and implementing staff development?*

6) *How do you determine staff development needs?*

a. *formalized needs assessment* _____*Yes* _____*NO*

7) *Who participates in the program? Why?*

8) *How do you measure the effectiveness of the staff development program?*

9) *Do you think, generally speaking, that the staff development program is a success, a failure, or a partial success?*

10) *How could it be improved?*

Develop a description of staff development at each institution

1) *course syllabi*
2) *evaluation of courses or offerings*
3) *historical & phisophical background*
4) *other documentation*